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ABSTRACT

School Dropouts have less employment and learning potential than graduates, contribute less to the economy, and add to social service costs. To identify a set of predictive dropout characteristics for females by racial/ethnic background and a set of intervention strategies to address those factors, telephone surveys covering 52 items were conducted with 668 (8 percent) of the San Diego City Schools' 8,365 short- and long-term dropouts of 1985-86 and 1986-87 from grades 8 through 12. For comparison, a sample of graduates, matched to the dropouts by grade point average (GPA) and ethnicity, was identified; 886 (7 percent) were contacted and surveyed. Additionally, a school nurse and counselor survey was conducted. The results indicate that for females, falling behind in school is the strongest factor for dropping out, while for males, falling behind, maintaining a low GPA, suspensions, and negative feelings toward school contribute to dropping out. On the average, the interviewed graduates scored higher on the Comprehensive Tests of Basic Skills in all areas than their dropout counterparts. Appendix A presents information that examines four areas of the dropout problem. The information focuses on female dropouts, and whenever possible, sex-related differences are discussed. The significance of the dropout problem is examined both for individuals and for society and national and San Diego City Schools' dropout rates are presented and discussed. In addition, through the examination of a selection of literature from the past and present, the characteristics of dropouts are outlined, and prevention and intervention strategies are described and evaluated. Appendixes B-G contain further information concerning dropouts in general and female dropouts in particular. Specifically, the appendices present: (1) the demographics for the total dropout and graduate population of students who either graduated from or dropped out of San Diego City Schools between August 1985 and July 1987; (2) a copy of the Women-At-Risk Project dropout/graduate survey; (3) the responses from an oral administration of the dropout/graduate survey; (4) a technical report of the discriminant analysis of information received from the dropout and the graduate groups; (5) a copy of the Women-At-Risk Project secondary nurses and counselors survey; and (6) a description of the nurses and counselors who responded to the questionnaire and their answers. (KM)

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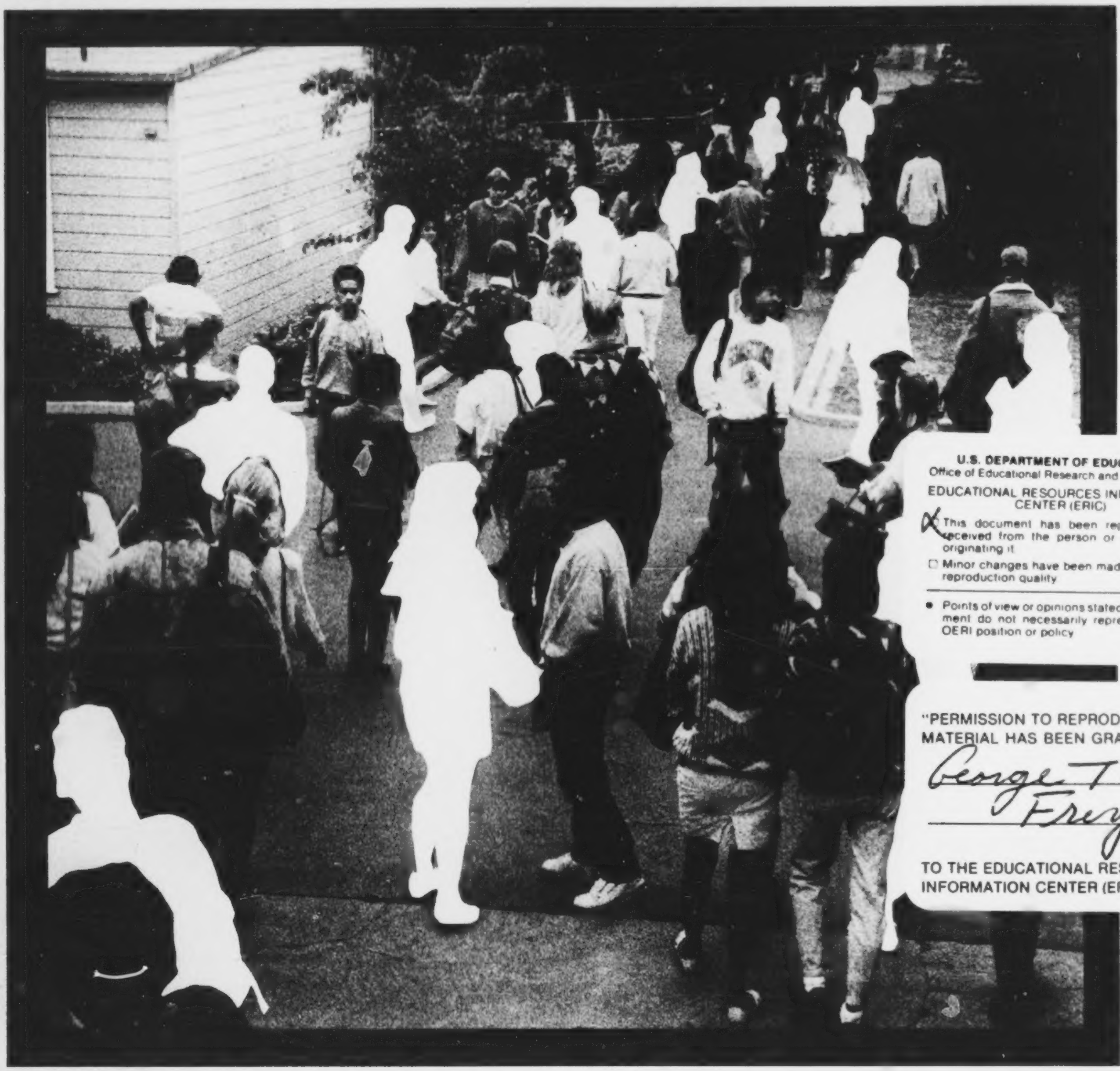
WOMEN AT RISK PROJECT

DROPOUT FACTORS STUDY



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WOMEN AT RISK PROJECT

DROPOUT FACTORS STUDY

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July 11, 1989

SAN DIEGO CITY SCHOOLS
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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

FINAL REPORT ON
WOMEN AT RISK PROJECT
July 11, 1989

ISSUE/CONCERN

The Women At Risk Project, funded by a grant awarded under the Women's Educational Equity Act Program (WEEA), studied the characteristics of 1985-86 and 1986-87 dropouts in the San Diego City Schools. Based on analysis of the data, project staff established differential dropout criteria for females in general, and for females by racial/ethnic groups. This report discloses the findings of the study.

BACKGROUND

A. PROJECT OVERVIEW

In December 1985, the superintendent directed a temporary project committee to organize a Dropout Prevention Round Table to address the San Diego City School's dropout problem. This committee was directed to recommend a dropout prevention policy, policy goals, and objectives to guide the work of the Round Table. On February 4, 1986, the Board of Education adopted in modified form the dropout prevention policy recommended by the project committee. On February 24, 1986, the Superintendent's Cabinet approved the committee's recommended policy goals and Round Table objectives.

This policy takes up the challenge of keeping students in school--the challenge of reducing the number of dropouts and potential dropouts and increasing the number of dropouts who return to school. The district believes the best approach is to deal with the academic failure of most dropouts and potential dropouts. Because these academic problems begin long before students dropout, the district implemented a coordinated program of strong academic support services at all levels--prekindergarten through Grade 12--to enhance the opportunities of all potential and recovered dropouts for school success. Additionally, a Comprehensive Dropout Recovery and Prevention Plan was implemented districtwide.

Since the implementation of this policy and plan the district has been proactive in designing and implementing dropout prevention and recovery programs through a collaborative effort involving the community and schools. Studies have been conducted to understand the reasons why students dropout of school and to monitor the dropout rates. The examination of dropout characteristics by gender and ethnicity was a logical continuation of district efforts toward reducing the dropout rate.

The aim of the Women At Risk Project was to provide a summary of the general characteristics of females in the San Diego City Schools, grades 8-12, who were at high risk of dropping out of school. The study, conducted during

1987-88, had four specific tasks: (1) to assess the accuracy of existing high-risk criteria in identifying potential female dropouts; (2) to develop differential criteria specific to females; (3) to develop identification criteria specifically for racial/ethnic groups and for disabled young women; and (4) to provide recommendations for a female dropout prevention model. The expected outcomes included:

1. A set of dropout identification criteria, one of the first in the nation, specifically addressed to high-risk females, grades 8-12.
2. High-risk female identification criteria which the San Diego Unified School District could incorporate into its existing student database for district and school site use.
3. Identification criteria specifically addressing females by racial/ethnic groups.
4. Recommendations for a female dropout identification and prevention model using existing district database information along with differential prediction indicators, and effective counseling and teaching strategies identified by the project.

For the purposes of this report, project outcomes 1-3 will be consolidated and referred to as "a set of dropout predictors by gender and ethnicity."

B. RATIONALE

The Women at Risk Project arose out of an increased national and local focus on school dropouts and an apparent lack of specific information about female dropouts. "Female Dropouts: A New Perspective," by Janice Earle, Virginia Roach, and Katherine Fraser, one of the first studies to examine female dropouts exclusively, revealed that perceptions about female dropouts often differed from reality. Some variables, such as low socioeconomic status, minority status, and low parental education, seemed to affect males and females equally. Others (number of siblings and mother's educational level) were found to have greater impact on females. The study recommended that special attention be given to the subtle signs identifying females at risk of dropping out of school.

A review of the literature on female dropouts (Appendix A)* emphasizes the need for research in the area of dropouts. In general, dropouts have less employment and earning potential than graduates, contribute less to the economy, and add to the cost of social services. With a shortage of labor looming, businesses are worried about a growing pool of disaffected and undereducated youth. Since women represent a growing segment of the work force, the importance of addressing female dropouts is critical.

Both national and local statistics show that females drop out of school at approximately the same rate as males, and many of them drop out for the same reasons. Yet the stereotype of the female dropout as a pregnant teenager or teen mother persists. However, many females drop out as a result of low academic achievement and low self-esteem. In surveying the literature, it becomes clear that the dropout is not the stereotypical nonwhite male with a low IQ who failed in school. In reality, most dropouts are of average intelligence and some are high ability students. Students have many different reasons for leaving school. Nearly as many females as males feel unsatisfied by school, and pregnancy is not the primary reason for most girls leaving school. Most apparent is the fact that schools have not found the right combination of programs and services to keep troubled students in school.

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* Appendices are available, upon request, in the VEEP office.

These findings highlight the need for an identification and prevention model such as that proposed in the Women at Risk Project. It is obvious, from a review of current programs and strategies being tried in schools across the nation, that no one solution will work in all situations. As recommended in this report, dropout prevention must provide multiple services targeted toward different student needs.

C. METHODS

1. Identification of the Student Population. The school district's computerized student file contains 8,365 grade 8-12 student dropouts for the two school years, 1985-86 and 1986-87. Under the California State Department of Education's dropout data collection program, implemented for the first time in 1985-86, the district has used two very different definitions for dropouts. The first definition was used only for 1985-86 and the second for the years since then. Although the original definition was not in effect for 1986-87, the dropout computer system generated 1986-87 data for this study as if it were in effect. This was necessary so that 1985-86 and 1986-87 dropout data were comparably produced for this study.

   There are two ways of counting dropouts and the different two-year periods included produce substantially different results. The current definition counts "long term" dropouts, while the original definition counts both "short term" and "long term" dropouts. Counts made using the original definition for the years 1985-86 and 1986-87 generated much higher dropout totals than found using the current definition for counting dropouts in 1986-87 and 1987-88. In contrast to the 8,365 dropouts applying the original definition to the above stated two-year period, more than 3,000 fewer dropouts (5,246) were identified for the subsequent two-year period using the current definition. The reader should not confuse the dropout totals when considering dropout counts for San Diego City Schools. The larger figure serves appropriately for the analyses which are the foci of this report. The lesser count (5,246 dropouts), since it is derived using the now current State of California definition/decision criteria for determining dropouts, provides a basis for assessing the district's progress in ameliorating the dropout problem.

   Demographic variables such as student name, birthdate, home address, telephone number, special enrollment code, gender, ethnicity, free or reduced lunch code, stanine scores for the last standardized achievement test (Comprehensive Tests of Basic Skills, CTBS) taken, and grade point averages (GPA) were included in the file. The second file included all students, males and females, who graduated during the same time frame. It contained similar demographic information. Both demographic files are maintained in the project office.

2. Demographic Analysis. Demographic analysis of the two groups was conducted to provide a picture of the total dropout and graduate populations. Frequency distributions for each selected variable listed in the file were compared as were the means for GPA and CTBS stanines.

3. Dropout and Graduate Telephone Survey. A committee comprised of district staff working with or interested in dropouts met to determine the topics to be covered in a telephone survey. Senior high school counselors, district counselors, nurses, site administrators, district dropout recovery program staff, central office staff, and members of the district Dropout Recovery Round Table were involved.

   General category areas were identified first. Questions addressing the categories were written, and a process to prioritize the main concerns regarding dropouts yielded a 52-item survey (Appendix C). This survey required approximately 20 minutes to administer.

   The final draft of the survey was reviewed by school attorneys to ensure that confidentiality standards were met and that questions dealing with sensitive family areas were within legal restrictions. As a result of this review, four questions dealing with drugs and alcohol use were rewritten. As originally worded, a positive response to questions about parental use of illegal drugs or alcohol would have required notification of Child Protective Services for follow-up of potential or suspected child abuse or neglect. Likewise, questions relating to sexual abuse were removed from the survey.

   An alternative high school with a large population of former school dropouts was used for the field test. The survey was administered to a sample of fifteen students selected at random by gender and ethnicity from English classes. All of the students selected had returned to school after dropping out. A brief discussion regarding the length of time required and the appropriateness of the questions followed administration of the survey. Students were also asked if they thought other respondents would provide honest answers to the questions asked. Student comments were positive regarding the survey, the project as a whole, and the anticipated honesty of responses by their peers.

   College students with course work in research, statistics, or related areas in sociology were hired to conduct the interviews. All interviewers received a minimum of six hours training, and initial interviews were closely supervised to ensure reliability. Due to the time lapse between the dropout and graduate telephone contacts, none of the interviewers hired conducted surveys with both dropouts and graduates. Language needs for survey respondents were met by hiring Spanish-speaking interviewers and by using school district translators for languages other than Spanish. An analysis of responses by language was not conducted.

4. Student Population. All students listed in the dropout file were called by telephone. Students were eliminated from the file if the interviewer failed to reach them after three tries over a period of one week. Of the 8,365 students in the dropout file, 668 (eight percent) were located. All students contacted responded to the survey; there were no refusals.

   The dropout population appeared to be a highly mobile group, as the majority of phone numbers were disconnected, out of service, or incorrect. To overcome this anticipated problem, a city-wide media campaign announced the survey and informed students of a cash award.

   This award served as an incentive for former students to take the survey. Many students responded to the public service announcements and to the posters early in the project; however, these private sector funds were quickly depleted. Project funds could not be used because state and federal restrictions prohibit the use of government funds in this manner. The actual number of students who might have been reached through this method is unknown.

   A sample of graduates, matched by GPA and ethnicity, was identified for survey participation. The sample was 50 percent larger than the number of dropouts contacted to ensure that adequate numbers would be reached. Because mobility was substantially reduced among the graduate population, more students (886, or seven percent of the total graduate population) were contacted. The survey responses of all graduates who participated in the survey are included in the analysis.

5. Analysis of Student Survey. Frequency distributions for each question, by dropout and graduate status, were examined by gender and ethnicity and compared between groups. Stepwise multivariate discriminant analysis was used to discern which variables were "most important" in distinguishing between students who graduated and those who dropped out. Discriminant analysis was used to specify which variables distinguished most strongly between the two groups. This technique provides standard statistics which summarize the extent and statistical significance of distinction or discrimination. Discriminant analysis also provides estimates of the extent to which specific variables can identify criterion groups after all other variables are taken into account.

6. Nurses/Counselors Survey. A process similar to that used to develop the student survey was used to develop a nurse and counselor survey (Appendix F). The survey was distributed to a sample of 153 secondary nurses and counselors in May 1988. Of the surveys distributed to counselors, 65 percent were returned. Only one survey was received from the nurses. Because of the perceived rapport nurses have with potential female dropouts, the survey was resubmitted to this group in September 1988. Approximately 55 percent of the surveys were returned from the nurses. Mean responses for each question were examined for the total group and for each group separately. Nurses' and counselors' perceptions regarding characteristics predicting dropping out of school were compared with each other and with those identified by the student population.

7. Identification of Intervention Strategies. A one-day session involving school principals, counselors, district counselors, nurses, teachers and other site and central office personnel was convened to identify intervention strategies in place in San Diego City Schools and elsewhere. Creative approaches to dropout intervention strategies were sought also.

8. Test Group. To test the dropout predictors developed by this study, three separate cohorts of female students were identified by counselors and nurses at three district high schools. The first group of students was identified based on the study's dropout predictors; the second group was selected based on current district at-risk criteria; and the third group was randomly selected. Each of the three school groups contained 45 students, for a total of 135 students in each of the categories. These students will be followed by project staff for two years to determine how many, if any, drop out. Specific interventions will also be examined.

D. LIMITATIONS

The main limitation of this study is that the sample was not randomly selected. It is a sample of respondents contacted; therefore, responses may be different than what would have been obtained if the total dropout and graduate populations had been contacted. Also, the small number of dropouts (less than ten percent) who participated in the survey limits the findings. Dropouts who still live in San Diego may be quite different from those who have left the area.

The inability to obtain a direct measure of parental income also limits the depth of this project. Other studies have demonstrated a correlation between parent income and student achievement. In this study, eligibility for free and reduced-price lunch, as identified by a program designator code on the student data base, was used as an indirect measure of socioeconomic status. Less than one percent of the students had such codes, thus restricting comparisons of this type. Time restrictions did not permit examination of historical data files to verify or correct code errors.

One desired outcome of this study was to examine dropout factors for physically handicapped women. None of the study participants was handicapped.

FINDINGS

A. LITERATURE REVIEW

The literature on dropouts was examined to determine what is known about female dropouts and what is being done to help students stay in school. Few of the publications reviewed addressed the issue of female dropouts. No publication was identified which was specific to racial/ethnic groups. A summary of the findings follows. The complete literature review is included as Appendix A.

Many are concerned that large numbers of the nation's youth will enter adulthood without the basic skills necessary to become contributing members of society. In years past, basic skills meant normal intelligence and a willingness to work hard. Even thirty years ago, however, employers wanted more from their employees. Most jobs solicited workers with specific skills, and more positions required high school diplomas and college education.

Today, work has become even more knowledge-intensive with the emergence of new technology. Employers worry that they will face a shortage of qualified workers very soon. We cannot afford to waste any of our human capital. Nor can we afford the high cost of coping with society's failures in welfare, health, and correctional expenditures.

Like the sixties, the 1980s have seen a recurrence of interest in high school dropouts. How many students do we lose? Who is the typical dropout? Why do some students leave before graduation? What can we do to keep them in school?

It is difficult to answer these questions, despite numerous studies conducted over the years, due to the lack of a uniform method of identifying and reporting dropouts. No single definition is used by all agencies--schools, states, or the federal government. Reported statistics are confusing because they include different populations and thus reveal varying figures. Moreover, looking at high dropout rates in today's schools, it appears that the dropout problem is getting worse. Paradoxically, the actual number of students graduating from high school is higher now than ever before.

The method of reporting statistics may hide or distort findings. A good example is the male/female controversy. Many studies report that proportionately more males than females drop out of school. However, the percentages in reality are very similar. Females drop out of school almost as often as males, and the gap is closing.

Who is the typical dropout? In fact, no single description covers the range of characteristics found in students who drop out of school. The dropout is most likely to be a person of normal intelligence who is not doing very well in school. He or she may also have poor reading skills. It is more probable that the student is Black or Hispanic, living in an urban area characterized by poverty and unemployment. It is also possible that the dropout is a student who is highly intelligent but nonconforming.

Why do students leave school? The fundamental reason boys and girls leave school is that school does not meet their needs. The education system was devised initially to teach a homogeneous population of male students from elite families who had the ability and were motivated to get an education. Despite the myriad efforts of government and school districts to provide special programs and services to serve all children, the environment has not been the same for troubled students as it is for others. Children who come to school ready to learn find school a place where they have success and feel good about themselves. Others, entering school without the requisite readiness skills, soon learn that school is a place where they fail and lose confidence in themselves. For both groups of children, expectations are established by their teachers and themselves, and cycles of success or failure begin.

What are schools doing to keep students in school? No single dropout prevention/intervention model exists. Schools offer a wide variety of programs and services targeted toward the different needs of students. In a report of the United States General Accounting Office's survey of 479 local programs, common "effective" strategies mentioned for dropout prevention/intervention included: (1) providing multiple services, especially basic education and counseling; (2) providing some preparation for dropout students to obtain a General Educational Development (GED) Diploma; (3) providing a "caring and committed staff, a nonthreatening learning environment, a low teacher-student ratio, and program flexibility".

Currently, schools seem to be applying both nurturing and enforcing approaches. Some schools are getting tough on truants and their parents, mandating after-hours tutoring for failing students and requiring exit tests before students are allowed to drop out. Other strategies include personalized attention and counseling, remedial help, programs for pregnant girls/teen mothers, job training, and incentive (stay-for-pay) programs. Attention is also being paid to instructional strategies to promote minority and female achievement in science and math, improve reading skills, and develop readiness skills through preschool experiences. Educators are also beginning to make allowances for possible cognitive differences, including gender and cultural learning styles, different decision-making processes, and cultural bias in testing programs.

Schools across the nation are making serious efforts to join with business and communities in collaborative efforts to keep students in school. Many of these are modeled on the Boston Compact, which combines the resources of the community, business and schools to help students stay in school. Most programs of this type include jobs or job training for students who agree to stay in school. The success of these collaborative programs remains to be seen. It appears, however, that government, education, and business are ready to spend funds and energies to attack the dropout problem.

B. POPULATION DEMOGRAPHICS

An analysis of the total dropout and graduate populations was conducted to identify demographic differences between the two groups (Appendix B). The identification of a dropout for both years was based on the 1985-86 State of California definition which was: "45 days absent from school with no request for records or transcripts from other districts." Therefore the dropout numbers of students in grades 8-12 will be higher than those reported in San Diego City Schools for 1986-87, which used a significantly different definition.

An analysis of the dropout and graduate populations interviewed also was conducted to identify differences.

1. The Total Population. Four groups of students are discussed in this report: male graduates, female graduates, male dropouts, and female dropouts. All students attended secondary schools in the San Diego Unified School District prior to graduating or dropping out. The student participants (grades 8-12) either graduated from or dropped out of secondary school during the 1985-86 or 1986-87 academic years. There were 12,240 graduates and 8,365 dropouts (grades 8-12) identified.

2. Males and Females. According to the data records, slightly more of the students who dropped out were males (53.2 percent). Slightly more of the population actually surveyed were males (53.3 percent males, 46.7 percent females). Of the students who graduated, slightly more were females (51 percent). The figures are shown in Table 1, Appendix B.

3. Racial/Ethnic Distribution - Dropouts. Two different ways of viewing the ethnic distribution of dropouts are useful in understanding the relative level of school success or failure students are experiencing. One approach compares each ethnic group's proportion of the total enrollment *vis a vis* its proportion of the total dropout set. The other analysis looks at what proportion of each ethnic group's students drop out.

   In the first approach, when the ethnic distribution of the total enrollment is compared to the ethnic distribution of dropouts, Hispanics are seen to drop out at a rate 23 percent greater than this ethnic group's proportion of the grades 8-12 enrollment. They represent 17.6 percent of the enrollment but 22.9 percent of the dropouts. Blacks drop out at a rate 6 percent greater than their percentage of the enrollment; they are 15.4 percent of the grade 8-12 enrollment, but 16.4 percent of the dropouts. Pacific Islanders are the only other ethnic group to drop out at rates exceeding their proportion of the enrollment. However, the relatively small numbers of Pacific Island students and dropouts--in both cases less than one percent of the totals--render this comparison less conclusive than those for Hispanics and Blacks. White students dropped out at a slightly lesser proportion than their proportion of the enrollment. Asian, Filipino, Indochinese and Native American all dropped out at rates substantially less than their proportions of the enrollment. Asians constitute 2.5 percent of the enrollment but 1.6 percent of dropouts; Filipinos 6.4 percent of enrollment 3.5 percent of dropouts; Indochinese 7.3 percent of enrollment, 5.3 percent of all dropouts; and Native Americans less than one-half of one percent of enrollment and dropouts.

   The second form of analyses, though, examines the proportion of each ethnic group's student population who drop out. This view gives a truer picture of the ethnic group's status relative to the dropout problem. Based on 1987-88 dropout data, the district has estimated high school (grade 9-12) dropout rates for an entering 9th grade class. The district expects that 26.8 percent of this class will drop out before graduation (268 of each 1,000 9th graders.) The estimates for the various ethnic groups are:

Group	Percent	Number/1000 Students
Hispanic	40.1	401
White	22.8	228
Black	30.9	309
Asian	14.3	143
Pacific Islander	37.9	379
Filipino	12.3	123
Indochinese	26.0	260
Native American	16.7	167

4. Racial/Ethnic Distribution - Graduates. Of those students who graduated, 13 percent were Hispanic, 57 percent White, 13 percent Black, three percent Asian, six percent Filipino, seven percent Indochinese and one percent or less Pacific Islander and American Indian. These numbers indicate the ethnic distribution of students in the graduate population and are not to be considered graduate rates.

5. Enrollment in Special Programs. Most graduates (70 percent) and most dropouts (61 percent) had not been enrolled in special programs. The breakdown of graduates and dropouts by program enrollment (Table 3, Appendix B) shows that more dropouts than graduates had been enrolled in School Initiated Placement agreement (SIP) and School Attendance Permit (SAP) programs. (Note that SIP participants were less than 1 percent of either the graduation or dropout group.) The Voluntary Ethnic Enrollment Program (VEEP) accounted for almost twice the percentage of graduates (seven percent) as dropouts (four percent). The percentages were nearly equal for students enrolled in magnet programs (12 percent graduates, 13 percent dropouts).

6. Income Level. Participation in the Free and Reduced Lunch Program was used as an indirect measure of income level. Although few students in the samples were enrolled in the program, these numbers do not necessarily indicate that few students were qualified. Rather, it is likely that many eligible students chose not to participate. The data show little difference in participation by dropouts and graduates (2 percent compared to <1 percent). A more direct and in-depth measure of participation in this program might reveal a particular trend. To determine a connection between family income and dropouts and graduates, a direct measure of family income is needed.

7. English Language Fluency. Table 4 in Appendix B presents the distribution of students in terms of English language fluency category of graduate or dropout. The majority of graduates and dropouts were fluent in the English language. However, 12 percent of dropouts were limited-English speakers compared to seven percent of graduates.

8. Comprehensive Tests of Basic Skills (CTBS) Stanines. In the Total Reading, Language Expression, and Mathematics and Applications subtests of the CTBS, students who graduated scored slightly higher, on the average, than students who dropped out. As a group, graduates scored an average of one to two stanines higher than dropouts. (See Tables 5, 6, and 7, Appendix B.) However, the difference in distribution of graduates' and dropouts' stanines was not statistically significant.

9. Grade Point Average. The grade point average was computed two ways: including physical education grades (Table 8, Appendix B) and excluding physical education grades (Table 9, Appendix B). For most students, the inclusion of physical education grades provided a slight advantage and were, therefore, included in the study to describe the graduates and dropouts by G.P.A. The findings show that, in general, students who dropped out had G.P.A.s below 1-1.9 than above 1-1.9. However, females were more evenly distributed throughout the entire G.P.A. range of 0-3.9 than were males. For example, 31 percent of the Filipino male dropouts had

G.P.A.s of 0-.99 and only 8 percent had G.P.A.s of 3-3.9. Among female Filipino dropouts, 26 percent had G.P.A.s of 0-.99 and 25 percent were in the 3-3.9 range. This pattern appeared to be consistent across ethnicities, although the small number of students in some groups made the trend more difficult to establish. This finding indicates that a low G.P.A. may not be a reliable predictor of dropout potential for females.

10. The Dropouts Interviewed. A separate profile of the 617 dropout students interviewed (Appendix B, Tables 10 through 21) shows the ethnic and gender composition, CTBS stanine distribution, and grade point averages by gender and ethnicity. One noteworthy finding is that the G.P.A.s of most dropouts, male and female, were found in the 0-1.9 range except for females in the Asian-Pacific Islander-Filipino-Indochinese group.

C. SURVEY RESULTS

1. Student Questionnaire. An oral questionnaire was administered to students who could be reached from the dropout and graduate populations. Approximately 615 of the dropouts and 811 graduates from the original groups were contacted. The number of respondents varied for each question.

The questionnaire (Appendix C) was designed to assess factors contributing either to graduating or to dropping out. Some questions required a "yes" or "no" response; others allowed students to choose a level of either positive or negative feelings. For each question, the responses of males and females and graduates and dropouts were compared. In some instances, the particular question was appropriate for females only, graduates only, or dropouts only. The final question was open-ended, enabling students to indicate how much a particular factor or event contributed to either their graduation or dropping out of high school. A detailed report of the survey results is included in Appendix D.

Table 1 summarizes the findings. The first column lists the survey questions and the numbers correspond to the survey item. If there was a statistically significant difference (.05 level) in the percent of responses between dropouts and graduates, that item was noted as a possible factor in dropping out of school ("Y" appears in the yes or "Y" column under Factor). If not, the no or "N" column indicates "N." Statistically significant differences by gender are similarly noted in the Gender-Related column. A comprehensive discussion of survey responses follows Table 1.

Table 1

Student Survey Results

Number and Survey Question	Possible Factor		Gender-Related	
	Y	N	Y	N
3. Whom did you live with during your last year of school?	Y			N
4. How many brothers and sisters do you have?		N		N
5. What is your birth order?		N		N
6. Did you do homework regularly?	Y		Y	
7. Did you have a quiet place where you could do your homework?		N		N
8. Did anyone in your family help you with your homework?		N		N
9. Did your parents know where you were most of the time?	Y		Y	
10. Did anyone in your family encourage you to do well in school?		N	Y	
12. From the time you started kindergarten, how many different schools did you attend?	Y			N
14. How confident and self-assured did you think you were just prior to your leaving school?	Y		Y	
15. How intelligent did you think you were in the months just before you left school?		N		N
16. While in school, who did you think would financially take care of you after you left school?	Y			N
17. Did recurring illnesses put you behind in your school work?	Y		Y	
18. Did falling behind in school work due to absences cause you to consider dropping out?	Y			N
19. During your last year of school did you have a job?		N		N

Table 1 (Continued)

Number and Survey Question	Possible Factor		Gender-Related	
	Y	N	Y	N
21. Did you participate in any school organizations, clubs, sports, or activities?		N	Y	
22. Did you participate in any activities outside of school? For example, clubs, church groups, sports, skill or hobby groups, etc.?		N	Y	
23. Were most of your friends going to school?		N		N
24. Did any of your close friends leave school before graduating?		N		N
25. Did your group of friends encourage you to: a) Drop out of school b) Stay in school c) Both A & B d) Neither A nor B.		N		N
26. How often did other students put you down or make you feel small?		N		N
27. How often did you feel other students liked and accepted you?		N		N
28. How interesting would you say school was for you?	Y			N
29. How easy or difficult did your school work seem to you?		N		N
30. Who decided which courses you would take?	Y			N
31. In making career choices, what kinds of options did your counselor suggest for you?	Y			N
32. At the time, did you agree with his or her suggestions?		N		N
33. At this time, how relevant do you think those suggestions were for you?		N		N
34. How much do you feel your teachers cared about your success in school?		N		N
35. How often did your teachers give you the help you needed?		N	Y	

Table 1 (Continued)

Number and Survey Question	Possible Factor		Gender-Related	
	Y	N	Y	N
36. How able were you to keep up with your school work?	Y			N
37. How relevant did you feel what you learned in school was to everyday life?	Y			N
38. How often did your teachers praise and encourage you?	Y			N
39. How often did your teachers insult you or put you down?		N		N
40. How much of a problem was transportation to school for you?	Y		Y	
41. On a scale from one to five, summarize your feelings about your school experience with one being the worst overall experience you could have and five being the best overall experience you could have.	Y			N
42. Did you get married while in high school?		N		N
43. For females only: Did you become pregnant while you were in school?	Y		Female Only	
44. Did you have a child, or father a child while you were in school?	Y		Y	
48. Were you ever held over or retained in school?	Y		Y	
49. Were you ever suspended from school?	Y		Y	
51. In the months prior to your leaving school, how stressful was your homelife?	Y		Y	
52. In the months prior to your leaving school, to what degree did you use alcohol?		N		N
53. In the months prior to your leaving school, to what degree did you use drugs?	Y			N

A discussion of selected survey items follows. The responses to the total survey questions are available in Appendix D. Where appropriate the survey items are discussed in detail for the four groups, male dropouts, female dropouts, male graduates and female graduates. For other questions, gender and/or ethnic groups are combined when differences were not apparent.

The responses to Question 3 indicate that while 70 percent of the graduates lived with both parents, only 47 percent of the dropouts lived with both parents. About 20 percent of the graduates and 29 percent of the dropouts lived with their mothers. In addition, three percent of the graduates lived with a person(s) catergorized as "other", and ten percent of the dropouts lived with an "other". Gender differences do not appear to be substantial.

This pattern, to some extent, supports the findings presented by the University of North Dakota. In their review of dropout studies conducted in other states, they found that "Dropouts often come from broken homes...." However, they also point out that other studies, including one of their own, have failed to support this finding. Statistical analyses performed on this study revealed that "person lived with" is a factor for some groups and not for others.

When the students were asked if they did their homework regularly (Question 6) 70 percent of the graduates responded "yes," and 53 percent of the dropouts responded "yes." These differences were statistically significant. Gender differences also were apparent. Of the female dropouts, 59 percent reported that they did their homework regularly compared to 47 percent of the male dropouts. The group differences are supported by many studies which have found that dropouts typically are lower academic achievers than are students who graduate. Low academic achievement may also be indicative of problems in the home.

Question 9 ("Did your parents know where you were most of the time?"), revealed both group and gender differences in students' responses. Among males, 34 percent of the dropouts reported that their parents did not know where they were most of the time, compared to 13 percent of the graduates. Among females, 26 percent of the dropouts reported that their parents did not know where they were most of the time, compared to eight percent of the graduates.

This finding indicates that the parents of students who graduated were more likely to know their child's whereabouts than were parents of dropouts. In addition, the parents of females, dropouts and graduates, were more likely to know the whereabouts of their daughters than were parents of males from the same groups.

When students were asked if anyone in their family encouraged them to do well in school (Question 10), 92 percent of the graduates and 89 percent of the dropouts reported encouragement. On closer examination, a gender difference was observed. Responses of male graduates, female graduates and male dropouts were very close: 93 percent, 92 percent and 92 percent respectively. In comparison, 84 percent of the female dropouts reported encouragement.

This finding contradicts previous studies which report that in nearly half of the dropout cases, the parents of both males and females either encouraged them to leave school or were indifferent. In this study, 63 percent of the male dropouts and 67 percent of the female dropouts reported encouragement to do well in school by parents and/or step-parents. About 74 percent of both the male and female graduates reported such support.

Question 12 ("...number of schools attended"), indicates that from the time the students started kindergarten, dropouts were more likely to have attended more schools than graduates. While five percent of the graduates attended eight or nine schools, 19 percent of the dropouts attended eight or nine schools. Males and females from each group responded similarly. (About 32 percent of the graduates attended from five to seven schools, and similarly, 36 percent of the dropouts attended five to seven schools).

Support for the significance of high mobility in dropping out of school, for about half of the cases, is found in some of the literature (Appendix A). Changing schools is often associated with families relocating; however, transfers can also be the result of a child displaying behavior problems. It may also be the choice to participate in an integration program. Whatever the reason for changing schools, the dropout literature indicates a correlation between school mobility and dropping out.

Question 14 ("How confident and self-assured did you think you were..."), revealed that group and gender differences exist. More male and female graduates (84 percent) considered themselves very or fairly confident than did their dropout counterparts (61 percent). Less confidence was reported by a greater number of female dropouts than the other three groups (58 percent).

If a close relationship between level of "confidence" and "self-assuredness" and level of "self-esteem" is presumed, then this finding is supported by most of the other dropout studies. Low self-esteem is associated with dropouts more often than with graduates. In this study, it was associated with female dropouts more than with male dropouts.

Many researchers, teachers, and administrators report that low self-esteem contributes a great deal to dropping out of school. The data in this study do not contradict or disagree with the significance of self-esteem. However Question 15, which asked the students to rate their own intelligence, points out an unexpected finding. There were no statistically significant differences in how dropouts and graduates perceived themselves. Twenty-three percent of the dropouts reported being "very intelligent", 26 percent of the graduates reported the same; 48 percent of the dropouts considered themselves "slightly intelligent", 51 percent of the graduates reported the same; 24 percent of the dropouts considered themselves "somewhat intelligent," 21 percent of the graduates reported the same; and, five percent of the dropouts considered themselves "not at all intelligent," two percent of the graduates reported the same. The males and females from each group were within a few percentage points, with one distinction: 26 percent of the female dropouts considered themselves "very intelligent" compared to 21 percent of the male dropouts. When responses are combined for "very intelligent" and "fairly intelligent", little difference exists between groups.

Though low self-esteem may be an important factor in dropout studies, this study suggests that it is very important to distinguish between what is referred to as "self-esteem" and "perceived intelligence." The two may not be closely related, or related at all. As demonstrated by Questions 14 and 15, the students interviewed admitted to low levels of confidence and self-assuredness but did not admit to perceived low intelligence.

Question 16 points out another distinction between dropouts and graduates. When asked who the students thought would be financially responsible for them after they left school, 45 percent of the graduates reported that their parents would have that responsibility, while only 28 percent of the dropouts reported the same. More dropouts reported that they would have responsibility for themselves (59 percent compared to 41 percent of the graduates). Males and females from each group responded similarly, with the exception of female graduates, who were somewhat more likely (14 percent) to report that "a Partner and Self" would be responsible than were male graduates (9 percent).

Question 17 ("Did recurring illness put you behind in your school work?") reveals group differences and slight gender differences. Females from both groups were more likely to respond "yes." For female dropouts, 29 percent responded "yes" compared to 18 percent for graduates. Dropouts, both males and females, were more likely to respond "yes" (25 percent) than were graduates (14 percent), with female dropouts being the most likely of the four groups (29 percent). This finding is supported by other studies which indicate that dropouts, on the average, tend to be less healthy than graduates.

Question 18 shows that falling behind in school work because of absences is an important factor. While only ten percent of the graduates reported that falling behind in their school work caused them to consider dropping out, a full 54 percent of the dropouts reported the same. Males and females from each group responded similarly.

Dropout students were less likely than graduates to participate in school clubs, sports, and activities as indicated by Question 21, A, B, and C. While female dropouts (11 percent) were more likely than male dropouts to participate in school activities, male dropouts (27 percent) were more likely than female dropouts (14 percent) to participate in school sports. School club participation was very close for both male (four percent) and female (six percent) dropouts. The differences were greatest between female graduates (12 percent) and female dropouts (six percent).

As demonstrated by Question 22, the same was true for participation in organizations outside the school, except that female dropouts were less likely than male dropouts to participate. Male dropouts were again more likely to participate in sports outside of school.

Other studies support the finding that ... "Dropout participation in extracurricular activities is limited". However, for all activities, in school and outside of school, the graduates in this study also reported low participation. Though more graduates participated than did dropouts, the highest percentage of participation was male graduates involved in school sports (45 percent). For all other categories, the participation of graduates was far less.

When asked if most of their friends were going to school (Question 23), 94 percent of the graduates and 85 percent of the dropouts responded that most of their friends were in school. Question 24 revealed that 59 percent of the dropouts reported their close friends left school before graduating, and so did 42 percent of the graduates. In addition, Question 25 found that most of the students' friends, dropouts and graduates encouraged them to stay in school. About five percent of the dropouts reported that their friends encouraged them to drop out and only one percent of the graduates reported the same. Gender differences were not apparent.

Question 28 showed that dropouts were much less likely than graduates to report a high level of interest in school. About 81 percent of the graduates reported that school was "slightly" or "very interesting," and 60 percent of the dropouts reported the same. The males and females of each group responded similarly. This finding is consistent with many other studies. Dropouts often cite "boredom" as contributing significantly to their dropping out of high school.

When students were asked "how difficult" their school work seemed (Question 29), the responses of dropouts (five percent) were very close to the responses of graduates (two percent), with slightly more of the dropouts responding "very difficult." The responses of males and females of each group were very similar. One interesting trend was found when female dropouts were compared to female graduates: 23 percent of the female dropouts reported that their school work seemed "very easy" compared to 17 percent of the female graduates. Also, six percent of the female dropouts reported that their school work was "very difficult," compared to two percent of the female graduates. Most students reported that their work was "about right," "fairly easy," or "very easy."

Question 30 pointed out that the person deciding which courses the students would take varied for graduates and dropouts: 68 percent of the graduates decided which courses they would take, whereas only 44 percent of the dropouts decided for themselves. In addition, 26 percent of the dropouts reported that their counselors decided, compared to 11 percent of the graduates. The responses of males and females from each group were similar.

The responses of graduates and dropouts to the question of "what kind of career options were suggested" to the students by their counselors differed a great deal. Question 31 showed that for the ten options mentioned by students the responses of dropouts and graduates varied as much as two to 63 percentage points. The greatest difference was found between the number of students who reported that counselors suggested college, which was 79 percent of the graduates, compared to only 16 percent of the dropouts. Another significant difference occurred in the area of "skilled labor": 30 percent of the dropouts listed skilled labor as a suggestion, while only seven percent of the graduates reported the same. Of over 600 dropouts interviewed, 196 (32 percent) gave a response to this question compared to 809 (98 percent) of the graduates interviewed.

On two related questions, Question 32 and Question 33, 74 percent of the dropouts agreed with the suggestions of their counselors, compared to 64 percent of the graduates; and 43 percent of the dropouts reported that the suggestions of the counselors were "very relevant," compared to 33 percent of the graduates. Males and females from the same groups responded similarly.

When asked how much the students felt their teachers cared about their success in school (Question 34), 20 percent of the dropouts responded "not at all," compared to seven percent of the graduates. Of the students who responded "not at all," female dropouts represented the largest percentage, 23 percent. Of the students who responded "a great deal," female graduates represented the largest percentage.

When asked how often their teachers gave them the help they needed (Question 35), 14 percent of the dropouts responded "not very often," compared to seven percent of the graduates; 56 percent of the graduates responded "almost always," compared to 50 percent of the dropouts. Slightly more females (16 percent) reported receiving more help from teachers than males (14 percent); female dropouts reported receiving the least amount of help (47 percent).

Question 36 revealed that graduates were more likely than dropouts to report that they were able to keep up with their schoolwork: 94 percent of the graduates responded "fairly able" or "very able," compared to 79 percent of the dropouts. Gender differences were not apparent. This finding is supported by several other studies which report that falling behind in schoolwork often contributes to leaving school.

Question 37 showed that 75 percent of the graduates felt what they learned in school was "somewhat" to "very" relevant to everyday life, compared to 61 percent of the dropouts. Gender differences were not apparent. Other studies have indicated that dropouts tend to see less relevance in courses taken in school than do graduates. To some extent, that trend was demonstrated here.

When asked how often teachers praised or encouraged them (Question 38), a similar percent of male and female dropouts reported "often" (29 percent). More female graduates (30 percent) reported "often" compared to male graduates (24 percent). When compared to graduates, a higher percent of dropouts, male (11 percent) and females (12 percent), reported never receiving praise and encouragement.

Dropouts reported slightly more often than graduates that their teachers put them down or insulted them, as demonstrated by Question 39: 23 percent of the dropouts responded "once in awhile" or "often" compared to 17 percent of the graduates. Gender differences were not apparent.

More dropouts than graduates reported that transportation to school was "always a problem," as indicated by their responses to Question 40: 29 percent compared to 18 percent. Female dropouts appeared to have transportation problems more often than their male counterparts: 35 percent compared to 25 percent.

When asked to rate their feelings about their school experience (Question 41) on a scale of one to five, (one=Worst; five=Best), dropouts more often than graduates assigned a score of three or less: 64 percent of the dropouts, compared to 36 percent of the graduates. Gender differences were not apparent. This finding is consistent with other studies in which graduates report positive school experiences.

This study failed to demonstrate a relationship between getting married and dropping out of school for either males or females, as revealed by Question 42. However, as demonstrated by Question 43 and many other dropout studies, there appears to be a relationship between becoming pregnant and dropping out of school. About 23 percent of the females who dropped out of school became pregnant while in school, compared to seven percent of the graduates.

As Question 44 indicates, when males and females were asked if they had fathered or had given birth to a child while in school, differences between graduates and dropouts became apparent: 16 of the male dropouts and 8 of the male graduates fathered a child, and 26 of the female dropouts and 7 of the female graduates had given birth to a child. These findings are weakened by the fact that 68 percent of the female dropouts and that 89 percent of the female graduates chose not to respond to this question.

Question 48 indicates that more dropouts than graduates were retained in school: 38 percent of the dropouts compared to 11 percent of the graduates. Gender differences were also apparent; 45 percent of the male dropouts were retained compared to 29 percent of female dropouts. For graduates 14 percent of the males were retained compared to seven percent of the females.

Dropouts were also more often suspended and expelled than were graduates (Questions 49A and 50A): 58 percent compared to 23 percent and 26 percent compared to three percent respectively. Male dropouts reported both suspension (73 percent) and expulsion (34 percent) more often than did male (33 percent/three percent) and female (12 percent/three percent) graduates. Female dropouts reported suspension (40 percent) or expulsion (17 percent) more often than male or female graduates.

Question 51 asked about a stressful homelife. Stress was reported more often by dropouts than by graduates: 63 percent of the dropouts responded "somewhat" or "very stressful" compared to 43 percent of the graduates. More female dropouts reported greater degrees of stress than did any other group (69 percent). Male graduates were least likely to report stress (39 percent).

The responses to Question 52 showed that dropouts and graduates reported frequency of alcohol use similarly: 34 percent of the dropouts reported "sometimes" to "daily" use, compared to 30 percent of the graduates. Of the four groups, more female dropouts reported daily use than did any other group (seven percent). More female dropouts also reported "never" than did any other group (56 percent). More male dropouts reported "never" than did their graduate counterparts (45 percent compared to 37 percent).

Question 53 reveals that drug use varied a great deal between dropouts and graduates. Males and females from each group responded similarly, with males of each group reporting "never" less often than females in their group. Significant differences appeared between graduates and dropouts. While 78 percent of the graduates report they "never" used drugs, 52 percent of the dropouts responded similarly. About four percent of the graduates and 17 percent of the dropouts reported daily use. Female graduates were the least likely to report drug use, with 82 percent of them responding "never."

Drug use was not reported as a factor in the studies reviewed in Appendix A, unless "drug use" is included under the category of behavior problems. It appears to be a factor which needs to be examined in more depth.

An open-ended question was included in the questionnaire to determine what were the most important "reasons" for students dropping out or graduating. Twenty-eight different categories of reasons for dropping out were identified by dropouts; 18 categories (reasons for staying in school) were identified by graduates. Sixty-one percent of the graduate responses indicated that students stayed in school in order to succeed in later life--for better job prospects or higher education. No one major reason was identified by students for dropping out of school. The two most cited reasons were the need for money or work and problems at home, each representing 16 percent of dropout responses.

2. Dropout Identification Criteria. Discriminant analysis of student responses revealed which variables were most important in distinguishing between students who graduated and those who dropped out of school. These data represent preliminary criteria which, when validated, may be used to identify potential dropouts. The presence of these factors in a student's life or environment may inhibit the ability to complete school. Figures 1 through 5 below show the preliminary dropout factors identified for all subjects and for specific groups in rank order. Figure 1 gives the preliminary dropout factors for all subjects; Figure 2 differentiates between males and females; Figure 3 shows the dropout factors by ethnicity; and Figures 4 and 5 by gender and ethnicity. Only three ethnic groups, Hispanic, White, and Black, had sufficient numbers for gender and racial/ethnic comparisons. The technical report is available in Appendix E.

Dropout Factors, All Subjects

Figure 1

Falling behind in school

Having a low GPA

Living in a single parent home

Being expelled

Being retained

Having a child

Dropout Factors, Males/ Females

Figure 2

MALES	FEMALES
Having a low GPA	Falling behind in schoolwork
Falling behind in schoolwork	Having a low GPA
Being expelled	Having a child
Using alcohol	Using drugs
Being suspended	Having high school mobility
Living in a single parent home	Having a large number of siblings

Dropout Factors, By Ethnicity

Figure 3

HISPANIC	WHITE	BLACK
Falling behind in schoolwork	Having a low GPA	Falling behind schoolwork
Having a low GPA	Falling behind in schoolwork	Having a low GPA
Being retained	Being suspended	Being expelled
Having a child	Having negative feelings towards school	Living in a single parent home
Having low self-confidence	Having a child	Being suspended
Living in a single parent home	Living in a single parent home	Having friends leave school

Dropout Factors, By Gender and Ethnicity

Figure 4

MALES

HISPANIC	WHITE	BLACK
Falling behind in schoolwork	Having a low GPA	Having a low GPA
Having a low GPA	Being expelled	Falling behind in schoolwork
Having low self-confidence	Using alcohol	Being expelled
Having a stressful homelife	Falling behind in schoolwork	Parents not knowing whereabouts of students
Using alcohol	Being suspended	Being suspended
Being retained	Having negative feelings toward school	Having negative feelings toward school

Dropout Factors, By Gender and Ethnicity

Figure 5

FEMALES

HISPANIC	WHITE	BLACK
Falling behind in schoolwork	Falling behind in schoolwork	Falling behind in schoolwork
Living in a single parent home	Having a low GPA	Having a child
Being retained	Having a child	Having low self confidence
Having a low GPA	Using drugs	Having no transportation to school
Having a child	Having high school mobility	Living in a single parent home
Having a stressful homelife	Being suspended	Having high school mobility

Among the dropout factors for all subjects (Figure 1), three are related to schoolwork (falling behind, having a low GPA and being retained); one deals with behavior (being expelled); and one with personal responsibility (having a child).

The dropout factors for males and females (Figure 2) include both similarities and differences. Similarities: both males and females have academic problems (falling behind and having a low GPA); and both are involved in substance abuse (males - alcohol; females - drugs). Differences: for males, behavior is a factor in dropping out (expelled and suspended); for females, school mobility plays a role. Personal factors are different for males and females: coming from a single parent home is a factor for males; having many siblings is a factor for females.

Certain dropout factors appear constant among males and females in the three ethnic groups studied (Figure 3). Hispanic, White, and Black dropouts all have academic problems (falling behind and low GPA). With Hispanics, being retained is also a factor. Single parent home appears as a factor in all three ethnic groups. Both White and Black dropouts have behavior problems (White - suspended; Black - suspended and expelled). Having a child is a factor for both Hispanics and Whites.

Each group has a dropout factor unique to itself. Lack of self-confidence is factor for Hispanics; negative feeling about schools is a factor for Whites; and having friends who dropped out is a factor for Blacks.

Among males by ethnicity (Figure 4) academics is a factor for all three ethnic groups (low GPA and falling behind). Considering the priority standing of factors in each group, falling behind and having a low GPA, in that order, are the two most significant factors for Hispanics; having a low GPA is more important than falling behind for Whites; and low GPA and falling behind, in that order, are the two most important factors for Blacks. Being retained is only a factor for male Hispanics. Behavior (suspended, expelled) is a factor for both White and Black males, but not for Hispanic males. Alcohol use appears as a factor for Hispanic and White males, but not for Black males. Drug use is not a factor for males. Negative feelings toward school is a factor for both White males and Black males. Factors unique to Hispanics are lack of self-confidence and stressful homelife. Parents not knowing the whereabouts of their children is a factor only for Black males.

For females by ethnicity (Figure 5), falling behind in school work is the number one factor for all three ethnic groups. Low GPA is an important factor for White females, less so for Hispanics, and not all for Black females. Being retained is a factor only for Hispanic females. Coming from a single parent home is a factor for Hispanic females and, to a lesser degree, for Blacks.

Having a child is a factor for Hispanics and Whites, but not for Blacks. Conversely, pregnancy is a factor for Blacks, but not for Hispanics or Whites. School mobility is a factor for Whites and Blacks, but not for Hispanics. Poor self-confidence and lack of transportation are factors only for Black females. Drug use and behavior (suspended) are factors unique to White females.

3. Secondary Counselor and Nurse Survey Results

On average, 23 nurses and 77 counselors responded to each item on the questionnaire (Appendix F). Significant differences (.05 level) were found between counselors' and nurses' responses in several areas. Table 2 below displays the mean responses of counselors and nurses indicates which factors contribute most to female students' decisions to drop out of school. Factors contributing to dropping out were rated on a scale of 1-5, with 1 being a "major factor" and 5 "not at all a factor." The lower the mean, the greater the perceived contribution to dropping out of school. Different responses were also given to some of the more general questions. These are listed in Table 3. The frequency distribution of survey responses are available in Appendix G.

Table 2

Counselor and Nurse Opinions on Major Factors Contributing to Female Students Dropping Out of School

Item	Mean Response Nurses	Mean Response Counselors
1. Pregnancy	1.6	2.0
2. Stress of teen motherhood	.9	2.1
3. Inaccessibility of teen parenting programs	1.7	2.7
4. Alcohol abuse in family	2.0	2.5
5. Drug abuse in family	2.0	2.5
6. Low family income	2.9	2.6
7. Lack of parental responsibility	2.4	1.9
8. Homelessness	1.8	2.6
9. Need to support family financially	2.3	2.8
10. Lack of personal responsibility	2.3	2.2
11. Chronic health problems	1.9	2.9

12.	Low self-esteem	3.1	2.0
13.	Involvement with older boyfriends (over 18)	1.7	2.3
14.	Being overage for grade level	1.6	2.5
15.	Perception of irrelevance of coursework	1.6	2.1
16.	Lack of vocational education course options	1.9	2.6
17.	Lack of academic challenge	3.5	3.3
18.	Frequent school changes	3.6	2.6
19.	Hostile environment for students going to or from school	2.5	3.5
20.	Inability to deal with authority	3.2	2.7
21.	Frequent absenteeism	1.9	2.6
22.	Transportation problems (cost or availability)	1.5	3.2
23.	Involvement with gangs	2.1	2.8

Several differences were noted between the responses of nurses and counselors. Nurses appeared to consider external or outside factors as contributing to dropping out, such as family stress and a need to help family. Counselors rated internal human characteristics like self discipline and personal motivation as greater contributors.

It appears that nurses and counselors have different relationships and a different level of rapport with students. Based on the survey responses, nurses appeared to have more information about the personal lives and problems of students than did counselors.

Table 3 presents responses to general questions regarding school dropout identification criteria. Nurse and counselor contact with school staff regarding concerns for individual students is also presented.

Table 3

Counselor and Nurse Responses to General Questions

Question	Response
1. Does your site use separate criteria for potential dropouts by gender?	More counselors (94%) responded "no" than did nurses (20%).
2. In general, how often do the following people contact you with concerns about students who may drop out?	
Parents?	A greater percentage of nurses (70%) than counselors (31%) reported parent contacts of more than once a month.
Site/District Counselors?	Counselors (49%) reported more frequent contact with site/district counselors than did nurses (19%).
Site Classified Staff?	Nurses (38%) reported more frequent contact with site classified staff than did counselors (19%).
Administrators?	Nurses (42%) reported more frequent contact with administrators than did counselors (27%).

Although no formal district criteria exists for identifying potential dropouts, individual schools have gone beyond the district at-risk definition to identify students for dropout intervention programs. Almost all of the counselors (92 percent) reported that criteria used to identify potential dropouts were the same for males and females.

Nurses may be contacted more often with concerns about potential student dropouts than are counselors. The data do not support a conclusion that nurses have a more extensive rapport with site staff or are more accessible. However, it does appear that nurses are approached more by site staff regarding dropouts than are counselors. Comments listed on the survey indicate a need for more counselors and a smaller case load in order to address the needs of dropouts.

A comparison of responses between Black and White nurses and counselors is available in Appendix F. The presentation of these data is informational only. Statistical comparisons cannot be made due to the small number of Black nurses and counselors in the sample.

D. INTERVENTION STRATEGIES

In January 1987, the San Diego City Schools' Board of Education adopted a Dropout Prevention and Recovery Plan to implement three-year measurable goals to reduce the rate of student dropouts and increase the number of recovered dropouts. This plan was developed by a school-community committee, the Dropout Prevention and Recovery Round Table. The deputy superintendent was assigned the role of dropout prevention and recovery coordinator and an interdivisional coordinating committee was established to plan strategy, resolve problems, and coordinate efforts.

The district has created a variety of alternative dropout prevention and recovery programs that are listed in a resource document compiled by the Guidance Services Department. This publication is called "Dropout Prevention Alternative Programs and Activities." (Copies of the publication can be obtained by calling Bob Hampel in the Guidance Services Department at (619) 560-4116.) In addition, the district has received state and federal funding to pilot a student outreach program (Motivation and Maintenance) and school-within-school programs that combine basic skills and vocational training (Partnership Academies).

There are three school-community efforts that are underway to focus on the dropout issue. The San Diego Dropout Prevention and Recovery Round Table, a group now funded in part by the Ford Foundation, continues to concentrate its efforts on strategies to implement the district's Dropout Prevention and Recovery Plan. Top public and private sector leadership have come together to form a San Diego Compact, funded partially by the National Alliance of Business, to address the needs of student dropouts. Expansion of successful parent involvement and student mentoring programs are the initial projects of the Compact. A unique interagency collaboration between the city, county, school and community college districts called New Beginnings is now in existence to focus on supporting the nonacademic needs of students. These are all efforts to bring the schools and community together to devise prevention strategies that can lead to a reduction of the number of student dropouts.

Within this district context, a one-day workshop was held on December 13, 1988 to review the WEEA report findings and discuss prevention strategies that would address the needs of particular segments of the student population (Hispanic, White and Black males and females). The workshop was a brainstorming session with the information discussed to be presented to the various district and school-community committees responsible for planning strategy and developing programs. School principals, nurses, teachers, and other site and central office personnel participated in the workshop. Many of the participants were involved in dropout prevention and recovery programs.

In general, San Diego City Schools personnel determined that all students need a wide range of programs and prevention strategies early in their educational career. Also, schools need to make their programs responsive to changes in the family and the community. Issues of single-parent families, drug and alcohol abuse in the home, community and home violence, and other conditions must be addressed. These conditions affect children regardless of socioeconomic status, racial/ethnic background, or gender. Results of the brainstorming session organized by intervention and student support strategies is included in Table 4.

Table 4

Student Support and Intervention Strategies

FACTOR: Falling behind in school

Students fall behind in school work for a variety of reasons such as illness, absences, not doing homework, etc. It is unclear whether students become ill and then fall behind in school or whether their school experience is so unsatisfying as to cause stress-related illnesses. Schools must examine the reasons for absenteeism in order to determine the appropriate strategies to implement. Some possible strategies schools might provide are:

STUDENT SUPPORT ACTIVITIES	INTERVENTION ACTIVITIES
1) Offer courses for completion at home as independent study.	1) Provide intense counseling.
2) Introduce alternate school programs at earlier ages.	2) Offer career counseling and work experience during the summer.
3) Lower the student/counselor ratio.	3) Establish adopt-a-student and mentor programs involving teachers, business and community leaders.
4) Establish peer tutoring for ill students.	4) Increase communication between school and social service agencies.
5) Develop evening and Saturday tutoring in neighborhood.	5) Include social service representation at school sites.
6) Organize structured instructional experiences outside the neighborhood so students can realize career and lifestyle options.	6) Provide transportation for parenting teens and continuation students.
7) Consider a differential school day, longer or shorter.	

Table 4 (Continued)

FACTOR: Having a low GPA	Many of the techniques to address low GPA involve keeping students current with school work. All of the strategies in the previous category are appropriate for improving student scholarship. Some additional strategies are:
STUDENT SUPPORT ACTIVITIES	**INTERVENTION ACTIVITIES**
1) Use creative classroom teaching techniques, including addressing learning styles, cooperative learning, gifted and special education techniques.	1) Teach students how to communicate with teachers and other adults to gain positive attention.
2) Remove classroom distractions and eliminate nonessential interruptions.	2) Require teachers to show high expectations for all students and monitor teacher behaviors by site administrators.
3) Teach students how to identify their own learning style and to compensate when the teacher uses a different style.	3) Provide counseling activities to help students have high expectations of themselves.

FACTOR: Having a child	Implementing health care clinics and programs stressing birth control techniques for all students was the main prevention activity mentioned. The need to develop programs to help teen mothers cope with the stresses of motherhood was mentioned as the main intervention activity. Some additional strategies are:
STUDENT SUPPORT ACTIVITIES	**INTERVENTION ACTIVITIES**
1) Require all students to participate in family living classes.	1) Expand teen parenting school programs to to students between the ages of 12 - 16.
2) Provide financial incentives for not having more children while in high school.	2) Increase child care facilities for teen parents.
3) Tie AFDC* payments to student mothers under the age of 18 to their school attendance.	3) Provide transportation to school-based teen parenting programs.

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* Aid to Families with Dependent Children

Table 4 (Continued)

FACTOR: Using Drugs

Drug use among students was expected to increase and become a continuing problem for schools. Possible activities to combat this problem are:

STUDENT SUPPORT ACTIVITIES	INTERVENTION ACTIVITIES
1) Educate teachers and parents to identify substance abuse among students.	1) Provide on-campus drug/alcohol recovery programs as a part of the regular school day.
2) Implement meaningful drug awareness programs at all grade levels which include the dangers of using drugs and ways to resist peer pressure.	

FACTOR: Having High School Mobility

Students have little control over where they live or how often their parents move. This is true particularly with military families. Some strategies to ease school transition due to mobility are:

STUDENT SUPPORT ACTIVITIES	INTERVENTION ACTIVITIES
1) Provide orientation programs and buddy system for new students.	1) Have orientation programs for all students new to the school which might include a video tape of school activities and ways to make friends.
2) Make graduation requirements more consistent nationwide for military families.	2) Implement a "buddy system" for all new students and programs to increase the social comfort of students.
3) Facilitate communication between teachers at old and new school.	
4) Educate parents about the need to keep children in the same school for the full school term.	

Table 4 (Continued)

FACTOR: Having a Large Number of Siblings	Older daughters are often kept home from school to babysit younger siblings. Some strategies schools might use to limit this are:

STUDENT SUPPORT ACTIVITIES	INTERVENTION ACTIVITIES
1) Provide flexible school hours for students to accommodate child care needs of the family.	1) Organize provide alternate forms of child care so older siblings can attend school rather than babysit.
2) Provide home study alternatives for students kept home to care for younger siblings.	

FACTOR: Living in a Single Parent Home	Students have little involvement in the living arrangements of their parents. However, schools can provide support to both the parents and children in these situations. Effective "parents as school partners" and parent involvement programs were identified as the most effective forms of prevention and intervention. Other activities are:

STUDENT SUPPORT ACTIVITIES	INTERVENTION ACTIVITIES
1) Provide comprehensive ongoing parent effectiveness training which includes time management, use of community resources and ways to help children achieve in school.	1) Require parent conferences and school visits for all infractions of discipline rules.
2) Implement school programs which promote the concept of parents as school partners/teachers.	2) Provide parent/student counseling sessions for student discipline problems.
3) Provide after school "latch key" programs for child care.	3) Implement programs at all levels addressing divorce and provide counseling for students at all grade levels.

DISCUSSION OF FINDINGS

The goal of this WEEA project was to identify a set of predictive dropout characteristics for females by racial/ethnic background and a set of intervention strategies to address those factors. The process for completing these goals yielded pertinent data for San Diego City Schools in expanding and clarifying its dropout prevention and recovery plan and programs.

No one single factor led a student to dropping out of school. Several factors in combination with environmental and social issues, contributed to students dropping out of school. While certain factors contribute differently for males and females and different ethnicities, a multiplicity of factors must be considered as dropout predictors.

It appears that when life is not progressing well and a number of predictive factors are in place, students drop out of school. For example, alcohol and drugs were used by a similar number of graduates and dropouts; however, when combined with school discipline problems, poor academic performance or a stressful home environment, their use became a contributor to dropping out. A student having a positive school experience and also raising a child may stay in school, while raising a child in addition to the presence of other factors may be too much for a student.

For all the female groups, the factor with the strongest relationship to dropping out was falling behind in school work. This combined with school mobility, living in a single parent home, or having a child strongly contributed to students in this study dropping out of school. Many of these factors are outside of school responsibility. However, schools cannot ignore these factors and should develop programs to assist students. For example, it seems essential that the district examine its transfer procedures to diminish high rates of student mobility. Parents and students should be counseled to remain in one school even if living arrangements change.

The predictive factors for males who dropped out show that falling behind in school, low GPA, suspensions and negative feelings toward school contributed to dropping out. These factors can be directly addressed by schools.

There are a variety of reasons for dropping out of school. Categorizing responses did not yield one single factor. The two categories mentioned most often by dropouts each totaled only 16 percent of the responses: "I left school to start a career/find a job/work more hours at my job/make more money" (out of need or desire for more money) and "I left school because of problems at home with parents that were financial/emotional/physical." While the two categories are slightly related to financial needs, they are different enough that they should not be combined. Approximately 37 percent of the responses made reference to not doing well academically or socially in school. On the other hand, 62 percent of the graduate responses indicated that students stayed in school and graduated for better job opportunities later in life.

Low academic performance or doing poorly in school was often cited as a main factor for leaving school. For the sample interviewed, four percent of the males and eight percent of the females had high GPA's, a small but startling finding. Additional study is needed in this area to understand why this phenomenon exists.

A contradiction exists between falling behind in school and other areas associated with academic performance. This factor was cited by dropouts as a reason for leaving school and was also identified by discriminant analysis. However, over half of the dropouts interviewed reported being able to keep up with school work and their homework regularly. They also reported parental support for doing well in school, a quiet place to do homework and peer support to stay in school. Many dropouts also reported that teachers did care, offered encouragement and provided the help they needed.

By the standards of most educators, the students should have been performing adequately in their school subjects. The discrepancy in achievement may be the result of other variables not related to conventional achievement standards or simply to missing a lot of school. More study is needed in this area.

The dropouts reported a higher level of absenteeism and illness. Female dropouts reported the highest level of illness. Dropouts also reported a higher suspension and expulsion rate than graduates. All of this, as well as school mobility, contribute to not keeping up with school work. Regardless of the reasons why students are not in school, the absenteeism must be examined.

On the average, the graduates interviewed scored higher on the CTBS than their dropout counterparts for all areas. However, as with GPA's, some dropouts were high achieving. A comparison study of GPA's and achievement, using CTBS standardized scores, is needed. These findings, in part, do not support the assumption that all dropouts are low achieving, particularly females.

The comparison of GPA to CTBS stanines reveals that for dropouts, a high GPA did not reliably predict a high stanine; nor did a high stanine reliably predict a high GPA. In a large random sample of students, the two measures may be positively correlated. However, with the present sample and a number of missing scores, patterns are difficult to establish. More study of the relationship between GPA and achievement scores is needed.

Student involvement of sense of belonging was originally thought to be a significant factor in distinguishing between dropouts and graduates. However, participation in school activities was also low and did not differ statistically between groups. Data do not permit generalization to bonding between students and schools or school loyalty in achievement or attending school. More study is needed to understand this relationship as it relates to dropouts.

Of concern is the apparent discrepancy in the factors attributed to dropping out of school as reported by counselors and nurses, and through the factor analysis of the responses given by the dropouts themselves. Rarely did the findings from the two data sources match.

The written responses by secondary nurses and counselors show that many stereotypes were commonly held. Some comments show blatant racist attitudes toward certain racial/ethnic groups. For example, specific comments from this group showed perceptions that "those (Black/Hispanic) families" do not value education, nor do they encourage their children to do well in school. Comments by both graduates and dropouts indicate the opposite. The student group reporting the least encouragement to do well in school were Hispanic female dropouts, yet 84 percent of these females reported receiving encouragement. Also more dropouts, 59 percent compared to 53 percent of the graduates, report getting help with school work from family. Additionally, both groups of students reported similar family contact with school. This again contradicts the perceptions held by some of the nurses and counselors.

Many of the same stereotypes of racial/ethnic groups found in the nurse and counselor surveys were also evident in the intervention strategies worksession. Programs to teach students personal responsibility, different values and more inner direction were discussed in small groups dealing with Black and Hispanic gender dropout predictors. It is not known if the statements or programs suggested were challenged by members of ethnic groups. How much can change if the people in close contact with the students are operating from stereotypes rather than facts? The persistence of racial/ethnic stereotypes should be addressed by the district.

The role of the school counselor cannot be overlooked. The student interview data revealed that the person making course decisions varied for graduates and dropouts. More graduates than dropouts decided which courses they would take. In addition, 26 percent of the dropouts reported that their counselors decided, compared to the graduates. The responses of males and females from each group were similar. This finding might be interpreted in a variety of ways. It could mean that graduates know the educational system and college requirements more extensively than dropouts. It could also be interpreted that the dropouts have not been informed of course offerings or were placed in classes without regard to course desires. Whatever the reason for this phenomenon, the counselor has some untapped influence over the dropout students.

This influence is shown again by the career options of students. In responding to the question, "What kind of career options were suggested to you," the responses differed a great deal. The greatest difference was found in the number of graduates (79 percent) who reported that counselors suggested college, compared to the number of dropouts (16 percent) who reported this. More of the dropouts (30 percent) listed skilled labor as a suggestion from counselors. Far fewer graduates (seven percent) reported this counselor suggestion.

Both national and local statistics show that females drop out of school at approximately the same rate as males, and many of them drop out for the same reasons. Yet the stereotype of the female dropout as a pregnant teenager or teen mother persists. In this study, pregnancy was not a significant factor for women dropping out of school. While 23 percent of the dropout females reported being pregnant, one cannot conclude that this factor alone accounted for their dropping out. About 77 percent of the dropout females were not pregnant. Also only eight percent of all the dropout females identified pregnancy as the reason they left school.

Having a child and the related responsibilities were contributing dropout factors for Hispanic and White females. Perhaps different school activities based on support systems and mutual sharing would help females to cope. The need for more teen parenting school programs for young women of all ages is also evident.

Parents not knowing the whereabouts of their children was an important distinguisher between dropouts and graduates, especially for Black males. There are insufficient data to make generalizations regarding parental control of students; however, this information must be relayed to parents.

The dropouts interviewed did not blame the educational system or the school for dropping out. Students were complimentary rather than negative toward the school or individual teachers. The students were sympathetic toward the counselors and their caseloads. Statements such as "they were too busy," and "the counselors had too many other things to do," were common. These statements might indicate that the students were operating from a deficit model of self-esteem and did not feel worthy of the counselor's time. It might show that the caseload of counselors does not permit attention to the individual needs of students. If dropout intervention/prevention programs are to be successful, the use of counselor time as it pertains to individual student problems must be addressed.

Based on the survey of literature on female dropouts and the findings of this study, it appears that female dropouts have some unique characteristics, yet still require many of the same treatments as male dropouts. Further, although dropouts across the nation share many of the same problems and attributes, no one model can solve the student dropout problem in this country. Rather, each state, each community, and each school must identify the needs of their students and develop the appropriate combination of strategies to enable potential dropouts to stay in school. Urban school districts must address the changes in society and family structure in order to meet the needs of diverse and complex student populations.

As the review of literature shows, school systems nationwide are developing and implementing numerous different approaches to prevent students from dropping out of school. As information about successful programs becomes available, individual schools and school districts will have a bank of effective strategies to draw upon in designing school programs.

CONCLUSIONS

The dropout prevention and intervention programs in place in San Diego City Schools address many of the predictive dropout characteristics identified by this project. Programs also exist which address the social and environmental contributors to dropping out for students. If regular and alternative programs are going to retain larger numbers of students at risk, they must address the individual and group needs of students. The district must continue its efforts to implement progressive dropout programs and to disseminate up-to-date information to staff.

WOMEN AT RISK PROJECT

DROPOUT FACTORS STUDY

Appendix A

SAN DIEGO CITY SCHOOLS

July 11, 1989

Appendix A

Literature Review

SECONDARY SCHOOL FEMALE DROPOUTS:
A LITERATURE REVIEW

WOMEN-AT-RISK PROJECT

WOMEN'S EDUCATIONAL EQUITY ACT

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SAN DIEGO CITY SCHOOLS

1988

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CHAPTER 1

INTRODUCTION

As educators ponder local and national statistics on high school dropouts, the numbers seem staggering. Over one-quarter of our nation's youth drop out of school before graduating.[1] A major national concern, the dropout problem merits the attention of government, the public, and the media. When the General Accounting Office issued its list of the ten most-requested documents last year, the best seller, at 3,210 requests, was a report on innovative ways to reduce the number of school dropouts.[2]

Schools are taking a new look at an old and persistent problem. According to a government study covering the period 1952-1957, society at that time was worried that approximately 7.5 million of the 26 million youth entering the job force during the 1960s would not be high school graduates.[3] Another 2.5 million would not even have gone as far as the eighth grade. Compared to graduates, dropouts were subject to higher unemployment rates and lower-paying jobs. Female dropouts suffered even higher unemployment and lower wages than male dropouts. Even thirty years ago, employers were emphasizing the importance of education and training. Willingness to work hard at any kind of a job could no longer guarantee success. Employers wanted their workers to be able to do something. A high school diploma and college education were becoming desirable for more and more jobs. Unskilled jobs and farm work were on the decline even then.

The concern today is much the same. Work is becoming more knowledge-intensive as emerging technology upgrades the skill requirements for many jobs. Employers foresee a shortage of workers who have the skills needed in the workplace. As proclaimed in a recent issue of BusinessWeek,[4] "Where the jobs are is where the skills aren't." A projected labor shortage resulting from the decline in birth rates[5] compounds the problem and makes it all the more essential to keep students in school. As reported in the 1986 statistical report, The Condition of Education,[6] dropouts have difficulty finding and holding jobs, may experience long-term unemployment, and can expect low-paying jobs when they are employed. The consequences to society include welfare dependency, involvement in crime, and loss of tax revenues.

The National Association of State Boards of Education found that urban minority women suffer the most dire consequences of dropping out. These women are less likely to return to school, and they head 49 percent of all families living in poverty.[7] Compared to high school graduates, the employment prospect for Black female dropouts is bleak, more so than it is for their White counterparts. According to the National Longitudinal Surveys of Labor Market Experience,[8] 1968-1973, most high school graduates of both races were employed within ten months of leaving school, compared to less than half of high school dropouts. Black female dropouts were more likely than White dropouts to be unemployed.

This literature review will survey the dropout problem in four areas of interest and specifically with respect to female dropouts. It is not always possible or practicable to differentiate between findings relating to female dropouts from those pertaining to dropouts in general. Some outcomes have been found to apply equally to male and female dropouts. Whenever possible, however, sex-related differences will be discussed. The four areas include:

(1) Significance of the dropout problem for individuals and society.

(2) Dropout statistics nationally and in the San Diego City Schools.

(3) Characteristics of dropouts.

(4) Prevention and intervention programs.

Current statistics and studies, because they have a sense of immediacy and are "in the news," are especially interesting to read in a review of the literature. However, looking only at the present can sometimes be misleading. A perspective of the problem over time is helpful in determining whether the problem is getting worse, improving, or staying the same. Do students today drop out of school for the same or different reasons as they did in the 1950s and 1960s? Are dropout rates increasing or decreasing? Are the risk factors the same or different? Are educators simply studying the same issue over and over, or are schools acting on the information they've gathered? Only by looking at the past as well as the present can one discern the answers to such questions. Therefore, this review includes early studies for the reader to use as a reference point.

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CHAPTER 2

SIGNIFICANCE OF THE DROPOUT PROBLEM FOR INDIVIDUALS AND SOCIETY

Survey results released at the annual U.S. Conference of Mayors held in January 1988 highlight the seriousness with which the high school dropout situation is viewed across the nation.[1] High dropout rates were rated as a serious or extremely serious problem by 38 percent of the 126 mayors responding to the survey. This year, the mayors' subcommittee on education is focusing its attention on ways to lower the dropout rate.

In late 1987, the Council of Chief State School Officers, representing state superintendents of education, approved a policy statement outlining a proposal for state "guarantees" aimed at virtually eliminating the dropout rate by the year 2000.[2] Passed by unanimous vote, the plan urges states to provide 11 guarantees to potential high school dropouts. Specifically, states would guarantee:

1. Education programs as good as those in more successful schools.
2. Enrollment in a school that demonstrates "substantial and sustained" student progress.
3. Enrollment in a school with an "appropriately certified staff" that receives "continuous professional development."
4. Enrollment in a school with "systematically designed and delivered instruction of demonstrable effectiveness."
5. Enrollment in a school with safe and functional facilities.
6. A parent- and early-childhood education program no later than age 4.
7. A written guide for teaching and learning for each student.
8. A program to allow families to participate as "partners" in their children's education.
9. Effective health and social services.
10. Information that would help identify at-risk students and report on school conditions and performance.
11. Procedures enabling students and their parents to ensure that the guarantees are met.

Although members generally embraced the philosophical intent of the plan, several state superintendents were skeptical about the ability to legislate and enforce such guarantees at the state level. However, the policy statement itself dramatizes the effect dropouts have on the thinking of educational planners.

Why are government and education leaders so concerned about high school dropouts? The answer lies not only in the waste of potential for the individual dropout, but also in the costs to society as a whole. High school dropouts earn less wealth for themselves, contribute less to the nation's economy, and cost more in terms of social problems and services. The literature is replete with the damage high school dropouts do to themselves and society, as shown by the following selected examples:

Dropouts Have Less Employment and Earning Potential

A new national study conducted by David L. Passmore, professor of vocational and adult education at Pennsylvania State University illustrates the relative employment and earning potential of high school dropouts, students who obtain a high school diploma through the General Educational Development (G.E.D.) program, and high school graduates. The study found that students who obtain General Education Development certificates have better earnings and rates of employment than high school dropouts.[3] In 1985, 64 percent of G.E.D. certificate holders were employed and earning an average of $5.50 an hour. In contrast, only 56 percent of the dropouts were employed and making an average of $5.13 an hour. High school graduates did better than both groups, with an average 78 percent employment rate. Graduates earned, on average, about as much an hour ($5.50) as G.E.D. recipients.

The current trend toward more jobs for college graduates and less for dropouts and undergraduates is expected to continue into the future. This is evident from the Office of Technology Assessment (OTA) data showing that the highest percentage of job growth between 1980-1986 occurred in management and professional specialty occupations--areas typically requiring college training.[4] According to OTA researchers, new technology is one of the major forces working to reshape the U. S. economy. As the report states, "Some evidence of the astonishing impact of the new technology...can be seen in the fact that over 40 percent of all new investments in plant and equipment are now in a category called `information technology'--computers, copying machines, and the like. That is double its share in 1978."

Dropouts Contribute Less to the Economy

A special report in BusinessWeek magazine (September 19, 1988),[5] stresses that the nation's economy will come to depend more and more on women and minorities to fill the ranks of the work force. Referring to Hudson Institute, Bureau of the Census, and Labor Department statistics, the article notes that women are replacing White males as the dominant component of the work force. In 1985, U.S. born White males made up 47 percent of the labor force; U.S.-born females, 36 percent. By the year 2000, the percentages will shift to 15 percent U.S.-born White males and 42 percent U.S.-born White females. While these estimates predict a six-percent growth in U.S.-White female participation in the labor pool, other female groups will show even more growth: U.S.-born non-White females, from five percent to 13 percent; immigrant females from three percent to ten percent.[6] Today, women with children under six years of age are the fastest growing segment of the work force.[7] With a shortage of labor looming, businesses are beginning to worry about "the growing pool of disaffected youths ill-equipped to take on new jobs,"[8] 60 percent of whom are functionally illiterate.[9] No wonder business spends in the neighborhood of $30 billion a year training its employees.[10]

Dropouts Add to the Cost of Social Services

The nation as a whole is taking a hard look at the monetary costs of coping with society's failures--high school dropouts, for one. One million students drop out of high school each year, with dropout rates of nearly 50 percent in some inner city schools.[11] The cost of caring for low-birthweight babies born to high school dropouts on welfare is $188 million annually. Low birthweight tends to increase chances of brain damage and learning disabilities. These symptoms continue from generation to generation. Sixty percent of daughters of single women on welfare for ten years or more will themselves be on welfare for at least one year of their adult life.[12]

Students who don't make it in school often make it into the crime statistics. Over 18,000 youth age 17 and under were incarcerated in state long-term youth correctional institutions in 1987. Nearly 40 percent of them had committed violent crimes and 46 percent had committed burglary and other property crimes. Sixty percent of these youths were regular users of illegal drugs.[13]

Double jeopardy exists with students who drop out of school because of pregnancy. Not only do they suffer more individually, but their condition represents an additional cost to society. According to the Center for Population Options in Washington,[14] teen pregnancy cost us $19.3 billion in 1987. This cost represents the federal share of Aid to Families with Dependent Children, Medicaid, and food stamps for all families in which the mother was a teenager when she had her first child. If the study's predictions are accurate, teen pregnancies in 1987 will cost the federal government $5.7 billion over the next twenty years. If those teen mothers waited until age 20 to have their babies, the government would save $2.3 billion. The estimated costs are exclusive of spending for public housing, social services, special education, and other services for teenage mothers and their children.

The waste of human potential and the monetary costs to society cause government and education leaders to look with dread at persistently high dropout statistics.

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CHAPTER 3

DROPOUT STATISTICS

One reason the dropout issue is so complex is the lack of a uniform method of identifying and reporting dropouts. Until all reporting agencies use the same definitions and procedures, dropout statistics in specific school districts may not be compared with any accuracy to figures reported by other school districts, states, or the federal government. In an effort to gain a better grasp of the problem, however, school districts and state boards of education are beginning to develop more consistent data collection programs.

The Oregon Board of Education, for example, voted in 1987 to require local school districts to report the names of high school dropouts twice annually. The new reporting system, beginning in 1988, will help pinpoint the dropout problem by gathering reliable and consistent information from all schools in the state.[1]

The California State Department of Education made substantial changes to its dropout definition and data collection procedures beginning with the 1986-87 school year. Thus, in looking at the figures for San Diego City Schools, below, comparisons cannot directly be made to figures from previous years.

Even at the national level, statistics vary according to the agency doing the counting, who is included in the count, and when the count is taken. Still, like pieces of a puzzle, statistics form a picture of the dropout issue in America. Along with statistics on dropouts in general, this chapter provides information on female dropouts when available. National statistics are presented first, followed by figures for the San Diego City Schools.

NATIONAL STATISTICS

Dropouts

General Accounting Office (GAO) statistics show that 13 percent of 4.3 million 16-24 year olds dropped out of school in 1985.[2] The U. S. Department of Education reports the 1985 dropout rate as 29.2 percent, with a .2 increase in 1986.[3] As these examples show, national statistics can be confusing and even misleading.

Another way of looking at the dropout issue is to consider graduation rates. According to U. S. Department of Education statistics, the average graduation rate in 1986 was 71.5 percent. In this year's State of the States section of the National School Boards' "Education Vital Signs,"[4] Minnesota is shown leading all other states with a 91.4 percent graduation rate. At the other end of the scale, our nation's capitol, Washington, D.C., had the lowest graduation rate in the United States at 56.8 percent. This reflects a common finding in the literature. Inner city schools, with higher concentrations of Blacks and Hispanics, have a higher dropout rate than schools in rural, predominantly White, areas.

Admittedly, the dropout rates in certain communities and for certain groups of students are shockingly high. Yet, overall, the nation is educating more of its youth than ever before. In 1987, according to U. S. Census Bureau Statistics,[5] 76 percent of persons aged 25 and older were high school graduates, an increase of one percent from 1986 and three times the 1940 level. Also, the gap between White and Black graduates is narrowing each year.

Proportionally, more Black students are graduating from high school, a trend that began around 1970. A study by the U. S. Census Bureau titled "School Enrollment--Social and Economic Characteristics of Students: October 1985 and 1984" found that the Black dropout rate fell ten percent over a ten-year period, 1975 to 1985. In 1975, 27 percent of Black 18- to 21-year-olds dropped out of school. By 1985, the percentage had dropped to 17. Likewise, the proportion who graduated from high school rose from 61 percent in 1975 to 71 percent ten years later.[6]

According to the bureau statistician who conducted the study, two main conditions account for this improvement: (1) schools have been working for ten years on improving Black retention, and (2) employment conditions are encouraging more Black students to stay in school. In general, dropouts have higher unemployment rates than graduates, and Blacks have higher unemployment rates than Whites. Bureau of Labor Statistics show that the unemployment rate for Black 16- to 19-year-olds is 31.4 percent, compared to 14.1 percent for Whites. Black unemployment overall is 12.2 percent, compared to 4.6 percent for Whites. Some other indicators revealed by the study include:

- Over the same ten-year period, the dropout rate for Hispanic students remained stubbornly at 30 percent.
- The dropout rate for White students dropped one percent, not a statistically significant reduction. The proportion of Whites who graduated remained at 81 percent.
- The college-enrollment rate for Black students remained at 25 percent; White college enrollment increased from 35 to 39 percent.
- Although the same proportion (40 percent) of Black and White three- and four-year-olds were enrolled in nursery school in 1985, a greater proportion of Blacks (66 percent) than Whites (28%) attended school all day.
- A greater proportion of Black children attended public nursery school programs, compared to their White counterparts (64 percent Black, 30 percent White).
- Twice the proportion of Black as White kindergarteners attended school all day in 1985.
- About the same number of children of working mothers as those whose mothers were not employed attended nursery school, but slightly more children of working mothers attended full-day programs.

- Total high school enrollment fell from 46.1 million in 1975 to 40.8 million in 1985.

Using the Census Bureau's October 1985 data, the enrollment status of persons 18 to 21 years old by race was as follows:

Race	In High School	H.S.Dropout	H.S. Graduate	In College
White	5.1%	13.6%	42.5%	38.8%
Black	11.1%	17.5%	46.6%	24.8%
Hispanic	10.6%	29.3%	37.8%	22.3%

Female Dropouts

With respect to female dropouts, study after study shows that nearly as many girls as boys drop out of school. This finding arose out of analysis of the High School and Beyond study (Barro, 1984) and was given public attention in the National Association of State Boards of Education (NASBE) report entitled *Female Dropouts: A New Perspective* (Earle, Roach, and Fraser,1987).[7] In surveying the literature, a curious fact emerged: most studies reported that more boys than girls dropped out of school. Yet, the actual figures showed only a slight difference in favor of males. More boys than girls dropped out--but not by many more. Chapter 3 gives more statistics on female dropouts.

LOCAL STATISTICS

Dropouts

The San Diego City Schools 1985-86 dropout rates by racial/ethnic category are as follows:

Hispanic	47.2%
Black	41.3%
White	34.2%
Asian	29.6%
Filipino	27.8%

Because the district used new dropout definitions in 1986-87, no comparison can be made to previous statistics. However, the relative racial/ethnic comparison within the year remains valid. For 1986-87, the dropout rates by racial/ethnic category were:

Hispanic	10.6%
Black	7.2%
Indochinese	7.1%
White	6.1%
Asian	5.6%
Filipino	3.0%

According to information gathered by the San Diego City Schools, the estimated dropout rates in the county of San Diego in the year 2000 will be:

Hispanic	24.4%
Black	5.0%
White	% unknown
Asian	5.4%

The shift in the racial/ethnic composition of the student population within the district accounts for some of the projected differences.

Female Dropouts

Females drop out of the San Diego City Schools at approximately the same rate as males according to 1979-80 and 1982-83 school leaver studies (Barr, 1985).[8] In 1979-80, the rate for males was 5.9; females, 5.2. In 1982-83, both rates had decreased. Males were dropping out at the rate of 4.6; females, 4.3. In terms of proportions, the percentage of male dropouts decreased between the two studies, from 54.6 percent in 1979-80 to 53.4 percent in 1982-83. Female dropouts increased from 45.4 percent to 46.6 percent, narrowing the male-female differential.

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CHAPTER 4

CHARACTERISTICS OF DROPOUTS

The early withdrawal of pupils from school has been a concern since the late 1800s[1] and has continued to perplex educators to this very day. A **selected** literature review in 1956 listed nearly a thousand articles written between 1872 and 1956.[2] Early studies of the dropout problem generally revealed a stereotype of a non-White male with a low IQ who failed in school. He came from a broken, lower-class home and was probably emotionally disturbed or socially maladjusted. By the 1960s, however, educators began to believe that dropouts varied with respect to intelligence, academic performance, race, and socioeconomic status. Numerous studies conducted in various parts of the country during the early 1960s found that approximately ten percent of all students of high ability withdraw from school without graduating.[3]

Considering the reasons students give for dropping out of school, dropouts in the 1950s were not much different from dropouts today. The major single reason given for dropping out was adverse school experience--boredom with school subjects, dislike of teachers, or other general complaints. Large proportions (87 percent male; 80 percent female) of them were behind their normal grade level by one or more years, although about three-fourths of them had IQs in the normal range. The second major reason (27 percent) given by females for dropping out was marriage.[4]

This chapter surveys a selection of literature dealing with school dropouts. The selection includes any studies resulting in findings on female dropouts. The information is arranged chronologically to show how the characteristics of dropouts have or have not changed over time.

EARLY STUDIES

Virginia, 1930-1963

Findings of a 1962-63[5] study involving 15,170 dropouts in the state of Virginia revealed similar characteristics found in other studies:

- The largest number of students drop out at age 16 and in grade 8.
- Before age 16, more girls than boys drop out.
- Nearly three-fourths of the drop outs have IQs in the normal range.
- Dropouts are having trouble academically; boys fail classes and are retained more often than girls but not by a large percentage.
- Most dropouts are enrolled in the general curriculum.

The study also found that school holding power is influenced by the socioeconomic conditions surrounding the school more than by characteristics of the program being provided by the school. Recommendations for improving school holding power include determining the local conditions, reviewing school standards, improving pupil personnel services, and experimenting with program modification to provide improved learning experiences.

The Virginia study noted that the proportion of the school-age population enrolled in school has increased steadily from 1930 to 1960. In 1930 only 48.3 percent of 16- to 17-year-olds attended school compared to 72.8 percent in 1960 [Source: U. S. Census of Population, 1960, Virginia, General Social & Economic Characteristics, Table 45, pp. 48-150]. The Virginia report suggests the dropout problem to be the result of a school system that has not adjusted to the influx of students with a wide variety of abilities and motivation. "Prior to 1930 the secondary school was oriented to the needs of youth having the ability and motivation for continued schooling. The youth enrolled constituted less than half of the school age population. Since 1930...the proportion of the school age population enrolled in school has increased steadily. In 1960 almost three-fourths of the high school age population was enrolled. The impact of the enrollment of this additional quarter of the school age population, with pupils representing a greater section of the full range of mental ability and motivation for school completion, has not been fully met by modifications in secondary school offerings and standards. As a result, increasing numbers of school age youth are leaving schools as early as the law and their parents will permit."[6]

Literature Review, 1950-1964

In preface to their own study, the University of North Dakota[7] reviewed dropout studies in other states and found:

- The dropout's ability as measured by IQ tests was similar to that of the average student.
- Dropouts generally were at least one year behind their peers and their general school achievement was significantly lower than those who graduate.
- Dropouts frequently exhibited low or average scholastic performance and low interest in the school.
- Overage for class and poor health were characteristics of dropouts.
- Dropouts' parents typically had lower academic achievement and lived under poorer economic conditions than the parents of graduates.
- Dropouts often came from broken homes and tended to have high geographical mobility.
- Dropouts were absent from school more often than nondropouts.

- Males dropped out of school more often than females, but the difference in numbers was low. Also, students dropped out most often at age 16, the speculation being that they stayed in school until reaching the compulsory age limit.

- Delinquency was found to be a major reason for dropping, or being forced, out of school in only one study.

- The major reasons given by dropouts for leaving school included: lack of interest, lack of scholastic success, and lack of money. In one study, students felt they didn't get enough individual and employment counseling. Other commonly stated reasons were marriage or pregnancy. Less frequently mentioned reasons were desire to join the armed forces and poor health.

North Dakota, 1965

In 1965, North Dakota reported a 20-percent dropout rate.[8] This study was the state's first attempt to gather information on a statewide basis about school dropouts. Findings both agreed and conflicted with the findings of earlier studies in the following ways:

Agreement with other studies:

- Males drop out at a slightly higher rate than females.

- The mean age at exit is 16.3 years.

- More students drop out of schools in urban areas (64 percent) than rural areas (36 percent).

- Dropouts' participation in extracurricular activities is limited.

- The dropout's achievement level decreases from elementary to senior high school.

- More than twice as many females as males are not failing any courses prior to dropping out.

- Dropouts' reading level is low (2.7 years below the norm for males; 1.4 years below for females).

- Dropouts' attendance record becomes poorer from junior high school to senior high school. Females' attendance record becomes more irregular compared to the males'.

- Dropouts seem detemined to leave school. When asked, 76 percent of the students said they would, under no condition and despite special help and alternatives, stay in school.

- In nearly half the cases, male and female, parents either encourage leaving or are indifferent.

- In three-fourths of the cases, it is the student's idea to leave school.
- Dropouts are neither rejected by their peers in school nor especially popular. About half of both males and females feel accepted by their peers; about a fourth feel tolerated.
- The reasons students give for dropping out do not always coincide with the perception of school personnel.

Conflict with other studies:

- The average dropout is not overage for grade.
- The IQ level of dropouts is in the average range.
- Part-time employment is not a factor in dropping out.
- Most dropouts, male and female, are enrolled in general or academic programs.
- Few (28 percent) dropouts have disciplinary problems.
- Mobility (attending two or more schools) is a factor in only half the cases.
- The majority of dropouts do not come from broken homes.
- The occupation of parents is not skewed toward labor or unskilled areas; most (77 percent) of the mothers are housewives.

Pennsylvania, 1964-65

In 1964-65, a statewide survey was conducted in Pennsylvania to determine the extent of the dropout problem among high ability youths.[9] In a sample of 125 male and 81 female dropouts with recorded IQs of 110 and above, commonly mentioned correlates of school withdrawal such as frequent school transfers, early part-time employment, unemployment upon leaving school, generally low parental education, and lower parental employment status were not substantiated. Rather, the study found that dropouts of high ability differ from persisters in such areas as personality, willingness to conform, interests, education skills, and family orientation toward school.

The study divided females into two groups for comparative purposes: those who left school because of pregnancy or marriage (N=55; 68 percent) and those who left for other reasons (N=26; 32 percent).

The study found that:

- Brighter students stay in school longer.
- More females drop out than males except in Philadelphia.

- Student reasons for dropping out differ from reasons listed on school records.

- Females with IQs 110 and above drop out due to pregnancy about half as often as females with lower IQs (Source: 1963-64 data collected by the Philadelphia Department of Public Instruction).

- Only 20 percent of males and unmarried females withdraw because they do not like school.

- In contrast with dropouts in general, a greater proportion of dropouts of high ability are enrolled in college preparatory curriculum and fewer are from the general curriculum.

- High mobility is not a factor in female dropout; female graduates move as often as female dropouts.

- Career goals of persisters and dropouts differ significantly; 56 percent of female persisters anticipate a professional career compared to 15 percent of the married female dropouts and 35 percent of the unmarried female dropouts; 49 percent of married female dropouts and 19 percent of unmarried female dropouts consider being a housewife as their career compared to seven percent of female persisters.

- Female persisters have higher salary expectations than female dropouts; married female dropouts expect less than any other group.

- The occupational level of parents does not differ significantly between high ability persisters and dropouts.

- Likewise, the educational level of parents for dropouts and persisters does not significantly differ.

- Differences between female persisters and female dropouts:

  - Persisters earn money earlier than dropouts.

  - Dropouts express disinterest in and have difficulty paying attention to schoolwork; Persisters infrequently express lack of interest.

  - Grades in English and social studies of dropouts are lower than female persisters.

- Unmarried female dropouts:

  - Participate less than the other groups of girls in clubs and religious or charitable organizations.

  - Say they normally do only enough classwork to get by.

  - Along with males, have low grades in mathematics, science, and foreign language as well as in English and social studies.
  - Have less positive feelings about their health and miss more school due to illness than female persisters.
- Married female dropouts:
  - Spend more time cooking and doing chores around the house than persisters.
  - Have fewer books in the home than persisters.
  - Participate less than the other groups of girls in extracurricular and leisure activities such as playing an instrument, dancing, or acting in public; attending concerts, lectures, plays; visiting art galleries or museums; participating in leisure sports; and reading for pleasure.
  - Believe that they, more than other girls, have difficulty expressing themselves in written reports, examinations, and assignments.

In their attitudes toward school and teachers:

- Dropouts and persisters believe that their parents feel school is very important and that their parents think they should place more value on school. The two groups differ in that persisters believe their parents place more value on school but dropouts believe their parents think youth should place more value on school.
- Differing from persisters, female dropouts believe that it is more difficult for them to enroll in good courses, they do not have enough contact with teachers, and that most teachers do not do enough real teaching.
- Dropouts see less value in school and do not believe it is difficult for them to find work.
- Unmarried female dropouts hold similar attitudes to male dropouts regarding their dislike for school and their lack of respect for teachers.
- Married female dropouts think their parents are not as satisfied with the school system, and they feel more strongly than the other groups that people look down on those who do not graduate from high school.
- Despite these differences, dropouts and persisters hold similar attitudes toward school half the time.

Goals

- Married female dropouts feel earning a good income is more important than persisters do.
- Persisters rank being respected by others and helping other people more highly than do unmarried female dropouts.
- Married female dropouts, like male dropouts, identify a happy marriage as being more important to them than it is to persisters.
- College attendance is important, but less so to married female dropouts and male dropouts than to persisters.
- Married female dropouts value having "a lot of wisdom" more than female persisters.

Personal traits

Student perceptions of what their parents think of them:

- The most pervasive perception among both dropouts and persisters is that their parents thought of them as "capable of doing better."
- Female persisters, more than unmarried and married female dropouts, believe that most of the time their parents think they are good, loyal, persistent, stable, ingenious, a good worker, confident, enthusiastic, humorous, imaginative, original, poised, and sincere.
- Married female dropouts, more than persisters and unmarried female dropouts, say their parents think of them as about average, mixed up, self-centered, and shy.
- Unmarried female dropouts, more than persisters and married female dropouts, think parents see them as careless, easygoing, good natured, happy go lucky, imaginative, and original.

What their friends think:

- Persisters, more than unmarried and married female dropouts, believe their friends view them as good workers, good, healthy, loyal, persistent, and stable.
- Married female dropouts differ from both persisters and unmarried female dropouts in what they feel their friends think of them. Married female dropouts less often feel their friends think they are confident, enthusiastic, humorous, imaginative, and wise.
- More unmarried female dropouts believe their friends think they are capable of doing better, happy-go-lucky, one who grew up too fast, mixed up, original, poised, and a social climber.

- Compared to female persisters, unmarried female dropouts more often feel their friends think they are capable of doing better, happy-go-lucky, hard to get along with, one who grew up too fast, mixed up, poised, sarcastic, and a social climber.

- Married female dropouts, more than unmarried female dropouts and persisters, think their friends see them as about average and unambitious.

- Both female dropout groups, more than persisters, feel their friends think they are attractive and hard headed.

Admired personal traits:

- Asked to rate the strength of their admiration or dislike of people possessing each of 48 traits, both female and male persisters, more than male and unmarried female dropouts, admire people who "finish their education."

- Both female dropout groups, more than persisters, admire people who "can do as they want."

- Married female dropouts admire people who are "happily married" more than the persisters.

- Female persisters admire people who "are unselfish," "have initiative," and "finish their education."

- Persisters tend to dislike people "who do not have to follow orders."

- Dropouts and persisters of both sexes agree on several traits, admiring people who "have self-confidence," "can get along with people," "think before they act," "are honest," "value their parents," "stick to the job," "are responsible," "make good without college," and "have a car of their own."

Personality:

Responses to a High School Personality Questionnaire given the high ability persisters and dropouts showed that

- Unmarried female dropouts are more frank, happy-go-lucky, talkative, self-reliant, practical, and responsible than female persisters.

- Unmarried female dropouts do not deviate statistically from male dropouts. On the **Submissiveness-Dominance** dimension, they also are significantly more assertive, independent, unconventional, and rebellious than persisters. High dominance scores have been associated with leadership striving, correlating higher with attempted leadership than accepted leadership.[10] On the **Desurgency-Surgency dimension**, considered one of the most important components of extraversion,[11] unmarried female dropouts show a more uninhibited and happy-go-lucky attitude than persisters. This attitude pairs with "less exacting aspirations" and may be associated with home rearing practices. Such individuals tend to come from homes characterized by permissiveness and nonchalance and probably have had relatively few serious restrictions placed on them in childhood. Scores on the **Realistic-Sensitive** dimension show unmarried female dropouts to be more realistic, more prone to act on practical logical evidence, and more self-reliant. Such scores reflect a homelife that is not protective nor concerned with the child.

- Married female dropouts differ significantly from female persisters: they are far less socially oriented and less prone to seek social recognition; they are more inclined to work alone; they prefer things or words to people. The scores of married female dropouts indicate poor social adjustment in junior and senior high school. Married female dropouts are more restrained and withdrawn, tending to be careful and "well behaved." Compared to persisters, the unmarried female dropouts would probably be less likely to seek out new and unknown social situations. These girls would tend to be shy and retiring.
- Married girls, along with persisters, gave responses indicating drive and persistence and suggesting regard for moral standards and emotional maturity. Such traits are associated with achievement and occupational success.
- Compared to married female dropouts, unmarried female dropouts are more mature, realistic, assertive, and self-assured. They could be expected to be more talkative, impulsive, and frivolous. Social contact means more in terms of gratification to the unmarried female dropout than to the married female dropout.
- Married female dropouts differ from male dropouts in that they are somewhat more emotionally mature, less impulsive, less aggressive, less dependent upon social approval, and much less extroverted and expressive.

Reasons for dropping out:

Unmarried dropout girls give reasons for dropping out similar to those of the boys:

- They feel that schools do not prepare students for the real world.
- They have too little say in the selection of courses; too many required courses; course selection is in conflict with their own desires and best interests.
- They feel an emotional gap between dropouts and teachers. Desire for teachers who care for the students. Teachers exhibit favoritism for some students.

- They feel incompatibility with the "system." For example, one student wrote: "The present high school system is set up to accommodate the majority of the students. When your personality traits do not agree with this system, the best thing to do is leave and get your education your own way. This is what I am doing and the only thing I am sorry for is that I did not fit."

- They suffer from a lack of vocational training that meets student needs and interests.

- They sense a lack of communication between students and their teachers and counselors.

- They say the academic pace of schooling is too rapid.

Married dropout girls do not indicate they dislike school or have poor relationships with school personnel. They express strong desires to finish high school and continue in higher education.

West Virginia, 1966-67

Only 61.8 percent of West Virginia students who were ninth-graders in 1961 graduated from high school four years later.[12] A pilot study was conducted during the 1966-67 academic year using a scale to differentiate characteristics between dropouts and nondropouts in four areas:

1. academic ability and performance

2. negative identification with education

3. family and socioeconomic status

4. personal characteristics

The Mink Scale roughly represented the social, psychological, and educational forces related to dropouts in previous dropout studies.[13] Its use in the Virginia study of 189 dropouts and 262 nondropouts revealed data that discriminated significantly between total dropouts and nondropouts, between male dropouts and male nondropouts, and between female dropouts and female nondropouts. With respect to female dropouts, findings included the following:

- There was no significant difference between the number of courses failed by female dropouts and female nondropouts in the seventh grade. However, indication of lower academic performance of the dropouts was shown in the difference in number of years retained, grade point average, and reading level.

- With one exception, there was a significant difference between female dropouts and female nondropouts in items indicating a negative identification with education. The item, apparentness of being overage, did not significantly differentiate the two female groups.

With respect to the other items in this category, dropouts participated less in extra-curricular activities, had poorer relationships with their peers and teachers, and were absent from school more often.

- Two items relating to family and socioeconomic status did not significantly differentiate female dropouts from female nondropouts: father's occupational level and the number of brothers or sisters who did not finish high school. Important dropout indicators, however, were parents' attitude toward completion of high school, education level of parents, level of family income, and interest of parents in school policies and practices. Dropouts' parents more often had not completed high school, had a lower level of income, and were less often interested in school policies and practices than were the parents of nondropouts.
- In the personal category, one item, how often the student changed schools, did not significantly differentiate the two female groups. Dropouts were seen by school officials as more often feeling sorry for themselves and feeling standards were set too high for them than did nondropouts. Dropouts were also more frequently involved in discipline cases, were more often irritating in class, and associated with other students who planned to quit school.

New Mexico, 1966-67

A 1966-67 study to determine the extent and nature of the dropout problem among American Indian students in New Mexico identified certain characteristics, influences, and causal factors relating to school dropouts.[14] The study included 74 male and 69 female dropouts from nine New Mexico school districts. Findings included the following:

- More males than females dropped out, but the numbers were close: 51.7 percent males, 48.3 percent females.
- Students began dropping out of school in grade seven (1.5 percent) and continued to leave school in increasing numbers through grade 11 (34.3 percent); 19.7 percent dropped out in grade 12.
- 6.3 percent (9 out of 69) females dropped out out due to pregnancy.
- More males than females were released for truancy (17.5 percent v. 11.2 percent) and disciplinary problems (5.5 percent v. 1.4 percent); more females than males dropped out because of overage (2.1 percent v. 0.7 percent).
- More females dropped out at age 16; more males at age 17.

Laredo, Texas, 1970

In a 1970 study[15] of dropouts in the Laredo Independent School District, Laredo, Texas, pregnancy accounted for 36 percent of all girls dropping out of school. The second-most often given reason was overage in grade (19.5 percent). The age of female dropouts ranged from 13 to 19. Girls tended to remain in school longer than boys, with most boys (23.8 percent) leaving at age 16 and most girls (23.8 percent) at age 17. However, girls were more apt to drop out initially at an earlier grade than boys. Most dropout activity occured at the seventh grade--16.3 percent for girls and 25 percent for boys (the highest percentage reached by boys). At grade 11, the percentage of girls leaving school again reached 16.3 percent. Girls had a greater range of years overage in grade. They dropped out in significantly greater percentages than boys at 0 and one year overage in grade. Students, whether boys or girls, who were two or three years overage in grade accounted for 40 percent of the dropouts; those one, two, and three years overage in grade accounted for 50 percent. The researcher[16] concluded from these data that "males tend to remain in school to an older age level than girls and . . . girls are more persistent, by two years overage in grade, than are boys when it comes to remaining in school despite repeatedly being retained in grade."

The study also showed that fewer girls remain in school as the number of retentions in grade increases, with the largest number of dropouts occurring at three years overage in grade (23.8 percent). The Laredo, Texas, study revealed that, for boys and girls combined, the student who is most likely to drop out of school is a seventh-grade student who has been retained twice; the next most likely is a seventh-grader who has been retained three times. Students were found retained up to nine years overage in grade. On the basis of overage in grade alone, the district could predict, when students are in elementary school, the level of expected dropouts in later years. In a sample of 1,446 records of students, grades one through four, the researcher found "a built in, virtually guaranteed dropout rate [of] 32.7 percent."

The Texas study also revealed teachers' lack of knowledge about the personal lives of their students. A comparison of reasons for dropping out given by teachers and by the students themselves shows that teachers were not aware of the problems of girls dropping out because of pregnancy. Although pregnancy was the reason given by the girls, the teachers felt the students were dropping out because of a "feeling of failure and hopelessness resulting from failing grades." In reality, only five percent of the girls gave that reason for leaving school. Nor were academically successful students any better acquainted with the dropouts and their problems. Except for reasons relating to pregnancy and lack of adequate clothing, Grade 12 students (nondropouts) were in complete agreement with teachers. These two groups also had similar ideas about what changes were needed in school to reduce dropouts.

U.S., 1968-73

The National Longitudinal Surveys of Labor Market Experience[17] interviewed about 5,000 young women annually between 1968 and 1973 to examine the determinants and the consequences of dropping out of high school. The survey found an association between race, school leaving, motherhood, and employment status along with some associated causal factors. The study found that 55 percent of White female dropouts and 62 percent of Black female dropouts cited marriage or pregnancy as the reason for leaving school. The vast majority of White women dropped out because they married, but about 45 percent of the Black women dropped out because of pregnancy or childbirth. Very few dropped out due to work-related reasons. Thus, the study found no evidence that having a job while in school contributes significantly to dropping out.

Also, there was little evidence that Black women, unlike their White counterparts, dropped out because of a direct dislike of school. Almost two of every three Black dropouts indicated plans to return to school, compared with only one of three White dropouts. In the first interview after leaving school, nineteen percent of the Black dropouts, compared to 13 percent of the White dropouts, indicated they had been enrolled in a formal training program outside of the regular school program. Major differences were found in the motivations behind training participation by Black and White female youth. Over half of the White women wanted to continue their education; almost two-thirds of the Black women wanted training for job related reasons. Thus, economic need may be a greater training motivator for Black than White dropouts.

The first survey also found 44 percent of the Black dropouts had given birth to a child compared to only 25 percent of the Whites. In general, the Black dropouts came from a poorer economic background and were about four and one-half times as likely to be receiving welfare. Both before and after leaving school, Black dropouts were much more likely to say they planned to be working at age 35, a realistic outlook considering the greater Black than White female contribution to family income.[18]

Black female dropouts are also more likely to stick with a training program than are White dropouts. The survey found that 44 percent of White high school dropouts also dropped out of their training program compared to ten percent of the Blacks.

CURRENT STUDIES

Literature Review, 1980

1980 review of the literature related to school dropouts[19] revealed several characteristics of potential dropouts. Noting that simple explanations were difficult, if not impossible to reach, considering the number of variables affecting findings, some significant factors prevailed across the studies. These recurring areas of agreement reflect the social environment of the potential dropout. In summary, potential dropouts were found to be students with high truancy rates, poor school attendance or behavior, and significant academic and achievement deficits. They were usually members of an ethnic minority group, from a lower socioeconomic level, and members of families unable to provide the resources or environment conducive to academic success. It was also found that Black female dropouts were disproportionally represented among high school dropouts. The reasons given by dropouts for leaving school varied greatly depending on the source, the reasons given by students and their parents not necessarily agreeing with the perceptions of school personnel.

U.S., Post-1980

A study of dropouts in seven Texas school districts[20] sheds some new light on who is at risk of dropping out of school. The findings indicated that students who scored well on standardized tests were also those who were frequently absent from school. In three districts, the majority of these frequently absent high achievers were enrolled in regular or advanced academic programs, not remedial or vocational education classes. Looking at the racial breakdown of absentee students in four of the districts, researchers found little evidence that minorities were dropping out disproportionately compared with more affluent White students. These surprising results show that, at least in Texas, the fastest growing dropout segment is from society's middle class.

In its 1985 study and 1987 follow-up survey of 13,000 high school sophomores, the Rand Corporation[21] uncovered some attitudinal clues with respect to who is likely to become a single teenage mother. Of those responding to the initial survey, 23 percent of the White, 29 percent of the Hispanic, and 41 percent of the Black teenagers said they would or might have a child even if they weren't married. The follow-up survey found that those teens who said they would not have a child out of wedlock were more successful in avoiding pregnancy. Those girls who said, in 1985, they would consider having a child without marriage were two to three times more likely to have become single parents by 1987. Also, Black women who had college aspirations had a dramatically lower nonmarital birth rate than their peers. Through interviews, Rand researchers found an apparent racial difference in what influences the attitudes of teen women toward or against motherhood:

Race of Teen	Attitudinal Influences Toward/Against Motherhood
White	parents and schoolmates
Hispanic	religious values
Black	close parental supervision and a "conscious rejection" of the young, Black unwed mother stereotype

According to U. S. Department of Education statistics (Rist, 1987)[22], dropout predictors in order of importance include:

- poor academic performance
- chronic rebelliousness
- delinquency
- truancy

Most likely to drop out are minority students whose parents also failed to graduate from high school.

Also, students from urban areas are more likely to drop out than those from rural and suburban areas; public school students drop out more than those in Catholic schools; boys are more likely to drop out than are girls. However, the National Association of State Boards of Education[23] found that approximately as many girls as boys drop out. Pregnancy accounts for only about 40 percent of female dropouts; other reasons are low academic achievement and low self-esteem.

Pregnancy is not the sole reason girls drop out of school prematurely, but it remains a significant factor. A recent news article in The San Diego Union[24] reveals just how significant the problem of teen pregnancy is. Nationally, about 1.3 million teenagers give birth each year. Four out of five teen mothers are unmarried. In California, in 1986, 33,459 infants were born to girls 16 years old or younger. In San Diego County that year, 3,617 girls under age 19 gave birth. The birth rate for the youngest mothers, girls aged 10 to 14 years old, has increased over the past several years. The birth rate for 13-year-olds in California rose 49 percent from 1970 to 1986, according to state Department of Health Services statistics. Among 14-year-olds, the birth rate increased 29 percent over the same period. According to the news article, authorities say teen pregnancies are becoming more prevalent among younger girls because adolescents are becoming sexually active at an earlier age.

San Diego, 1984-85

The San Diego Unified School District surveyed two groups of student dropouts: (1) Leavers, former grade 9-12 students who dropped out of school entirely in 1984-85, and (2) Returners, those students who withdrew from regular school but later enrolled in the district's High School Diploma Program (HSDP).[25] Drawing generalized conclusions from these findings, some understanding emerges about the attitudes, perceptions, and experiences of school dropouts:

- Dropouts generally believe learning and graduating are important and acknowledge that their parents expect them to learn. However, they are uncertain about their motivation to learn and their ability to graduate.
- Many dropouts have a sibling (33 percent) or a friend (70 percent) who also dropped out of school.
- More than half (57 percent) of dropouts are disinterested in and bored with school. They don't see the connection between school and work, careers, or "the real world."
- In six out of seven cases, the dropout's decision to leave school involves academic experience. Most dropouts have attendance problems, and more than one-fourth of them (28 percent) have been held back at least once. The rate of retention is even greater for Hispanic students (39 percent). Although academic experience is the dominant factor in their decision to leave school, many students cite family problems or responsibilities (40 percent) or work responsibilities (26 percent) as factors in their decision to leave school.
- Most dropouts have friends in school, but about a third of them feel lonely.

- More than a third (38 percent) are either doubtful that teachers care about their learning or are sure that teachers do not care. School counselors, on the other hand, do not have much significance in the school experience, neither helping nor causing problems for the students.

The San Diego school district noted differences in the before and after attitudes of those dropouts who later enrolled in the High School Diploma Program: ". . . Returners had a greater appreciation for the importance of learning, a stronger desire to learn; a stronger perception that teachers were on their side; an increased perception that their instruction related more to work or careers; and a stronger sense of an ability to graduate."

These Returners liked the schedule of the HSDP, including a short school day, a 3 p.m. starting time, no classes on Fridays; and short, six-week sessions. They felt the schedule was convenient, enabling them to work during the morning and early afternoon. They also liked working at their own pace in a "relaxed, noncompetitive, and unstressful atmosphere," where teachers were "attentive, helpful, and caring and treated them as adults."

In reviewing the studies in this chapter, it becomes clear that dropouts cannot be characterized by any one description. Certainly the dropout is not stereotypically a non-White male with a low IQ who failed in school as educators once thought. Nearly as many females as males find school unsatisfying, and marriage or pregnancy is not the primary reason for most girls leaving school. Most dropouts are of average intelligence, although they may have poor academic skills. Nor are students of high ability immune from the desire to leave school. A certain number of these gifted students find it impossible to conform to an inflexible system. Students have many different reasons why they feel they must leave school before graduating. The statewide survey taken in Pennsylvania may have determined the fundamental reason students drop out of school. In the words of one of the respondents, "My personal opinion is that schools are being run more like factories with the end product a person designed like the school thinks he should be. If a student doesn't match up to what the school wants, he is not given half the chance of a student who is making the grades and is conforming." The researcher's conclusion is probably as valid today as it was then: secondary schools are oriented to youth who have the ability and motivation for schooling. Education simply has not yet found the right combination of programs and services to hold troubled students who do not find school a place of hope or meaning.

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CHAPTER 5

PREVENTION AND INTERVENTION PROGRAMS

It is unlikely that schools will find a single school dropout/prevention model that will work in all situations according to the United States General Accounting Office (GAO).[1] In a survey of 479 local dropout/prevention programs, the GAO found a lack of evaluation data on most of the programs along with a wide variety of services offered and types of students targeted for assistance. Moreover, school systems used varying methods to calculate dropout rates, so standardized data were not available to measure the relative effectiveness of dropout programs. Despite these obstacles, however, GAO researchers were able to compile a list of characteristics commonly cited by school officials as "effective" strategies for dropout prevention. These strategies include:

- providing multiple services, especially basic education and counseling;
- providing some preparation for the General Educational Development (GED) test for students who have already dropped out; and
- a "caring and committed staff, a nonthreatening learning environment, a low teacher-student ratio, and program flexibility."

A study completed by the Project on Equal Education Rights of the National Organization for Women's Legal Defense and Education Fund found dropout programs to be less effective for girls than boys because they are often based on false sex stereotypes.[2] Like boys, girls frequently leave school because they are "alienated." Yet most dropout programs targeted toward girls assume they leave school due to pregnancy.

A sense of alienation is a common characteristic found among adolescent dropouts, including those nonstatistical dropouts who attend but do not actively participate in school. This alienation is usually marked by "isolation, powerlessness, lack of meaning, and an unwillingness to accept societal norms."[3] Typically, these students, particularly minorities, are placed in tightly regulated learning situations where they are expected to conform to rules and procedures. This is exactly the kind of situation that causes such students to rebel by not coming to class, being tardy, and generally taking a negative attitude toward school. The students in such situations usually perceive their teacher to be uncaring.

In the article, "Schooling, Alienation, and Minority Dropouts," Raymond L. Calabrese, associate professor and chairperson of the Department of Educational Administration, Eastern Illinois University, maintains that the structure and culture of the school intensifies the sense of alienation felt by certain students, who seek relief by dropping out of school.[4] Yet educators continue to seek blame for the dropout problem in the personal, cultural, and environmental conditions surrounding the student. Thus, students drop out because of "pregnancy, marriage, dislike of school, boredom, and lack of credits; because of lack of security and encouragement in a financial and psychological sense; because of low parental influence for education, and because of an inability to integrate successfully with other social units." These negative conditions are thought to be inherent in the students or transmitted to them by their families.

Rather than continue to blame the victim and construct programs that actually compound the dropout problem by increasing alienation, schools must begin to analyze the system's failure to adapt to a new, more diverse constituency.

The National Association of State Boards of Education[5] notes that "separate programs targeted to girls are not always necessary; rather, special attention needs to be paid to at-risk girls, and indeed, to any student at risk for any reason." However, recognizing that cognitive development and socialization is different for females than for males, the NASBE recommends that programs contain the following elements:

- The use of group activities and collaboration.
- Remedial instruction, when needed, in abstract spatial reasoning to prepare girls for science and math.
- Encouragement for girls to enroll in math, science, and other nontraditional courses.
- Mentor programs, providing girls opportunities to identify with female role models in nontraditional occupations.
- A flexible school environment to accommodate students' individual learning and service needs.
- Teachers trained to promote teacher-student interactions free of sex and race bias.
- Extracurricular activities featuring females as key participants rather than placing them in supportive positions in male-dominated activities.
- Counseling to enhance girls' self-esteem.
- Programs to educate parents about cultural stereotypes and female potential.
- A range of services to help females at risk of dropping out of school.

New dropout prevention and intervention programs are being tried at different schools and school districts across the country. The Arkansas Task Force on Youth at Risk recently recommended that school officials could help lower the state dropout rate by "clarifying discipline policies, adopting alternatives to corporal punishment, and establishing intervention programs for truant students."[6] The state education department was also advised to "expand its database on dropouts and suspensions; require school officials to interview dropouts within two weeks of the time that they quit school; and work more closely with other governmental agencies, youth-service providers, and employment and training programs."

Following is a sampling of strategies other schools and communities are using to keep students in school, many of which are targeted toward a specific risk area or intervention/prevention approach:

Truancy

Estimates of truancy on a national scale range from 3 to 10 percent on any given day. Researchers examining the truancy problem in Boston's public middle schools found that five percent of the sixth-, seventh-, and eighth-grade students (about 500 students) were absent more than half the time over a two-year span in 1984 and 1985.[7] These students and others like them are already choosing a path out the schoolhouse door.

School officials in Prince George's County, Maryland are taking a two-pronged approach to the truancy or pre-dropout problem. On the one hand, they take a hard line with parents of chronic truants, seeking legal sanctions such as fines or jail terms from the courts. Their second option is "Project Success." This two-year-old program identifies 100 at-risk ninth graders from each participating school and places them in special classes where they receive extra attention, remedial help, and computer training. So far, the grade point average among the more than 1000 student participants has risen from 1.46 to 1.85; average attendance rates have increased from 78 percent to 89 percent; and the average number of suspensions are less than half the pre-program number.

Other states are also getting tough on parents. Wisconsin's new learnfare program, approved last year, threatens parents of truants with loss of state welfare benefits. In April 1988, the state reported that only 327 out of 16,299 teens affected by the new law had not returned to school.[8] Two other strong truancy-prevention measures are also being considered: one would allow police officers to return loitering truants to their school or home; the other would require a locally developed truancy-prevention plan be adopted in all school districts in the state. This second measure would also allow the courts to mandate action affecting truants including suspension of driver's licenses, placement in supervised work programs, in-home detention, community service, and counseling.

Students who skip school in Utah are subject to "tickets" carrying various penalties. Such measures may get the attention of parents and students but do not speak to the fundamental issue of why kids are truant.

Anne Wheelock of the Massachusetts Advocacy Center and author of the Boston middle school truancy study would rather see more prevention strategies--"anything that provides a lot of personalized attention and doesn't let the kids slip away."[9] In the Boston Public Schools, for example, parents and students must sign a contract pledging improved student attendance. The student is then assigned a counselor who maintains vigilance over the attendance record and helps remove barriers that may prevent the student from coming to class. "The awareness of the dropout problem has spilled over into truancy," Wheelock says. If, as statistics show, academic failure is a prelude to school leaving, then truancy is a prelude to academic failure. Students can't learn if they don't come to school. If they don't learn, it's likely they'll drop out.

Programs for Pregnant Girls/Teen Mothers

Nonmarital births to teenaged girls increased 34 percent from 1955 to 1980.[10] Nonmarital birth rates remain higher among Black teenage women (ages 15-19). However, National Center for Health statistics show a decreasing trend of nonmarital births for Black women and an increasing trend for White women between the years 1970 and 1984.[11] Also, studies show that 60 to 80 percent of teen mothers are not in school nine months after giving birth.[12]

The Garfield School-Age Parenting and Infant Development Program School is one of three such programs available for teen mothers in the San Diego Unified School District. Participating students attend parenting classes and work their lunch hour at the center and one class period in the nursery. The rest of the time they attend classes while their babies are cared for at the center. This fall, 75 spaces were available in these special programs to handle 442 teen mothers. Sixty-one babies were on the waiting list for Garfield, which can accommodate only 25.[13]

A Continuing Education of Girls (CEG) program proved effective in reducing the percentage of females who drop out of school due to pregnancy.[14] Only 14 percent of 292 girls participating in the program during the 1971-72 year did not continue their education after their enrollment in the project. Moreover, the CEG participants achieved a slightly higher honor point average in CEG classes than they had in regular school. The evaluation attributed these features to the program's success:

- a warm, noncensuring climate
- mutual support from students sharing a common condition
- low pupil-teacher ratio
- additional supportive services (counseling, health services, etc.)

Vocational Programs

Can jobs or job training programs keep students in school or bring back dropouts? The idea remains tempting to educators even though past research fails to support it. In the 1960s, a project was conducted by the Pennsylvania State Employment Service to evaluate and prepare school dropouts for training or jobs.[15] Of the 331 youth accepted into the program, 135 failed to complete it, 66 (20 percent) dropped out, and 69 (21 percent) were terminated. None of the "failure" cases (those who did not successfully complete the entire program) seemed able to profit from a vocational service, even through it was tailored to meet each person's needs.

Although virtually all disadvantaged youth in the sample shared common characteristics and histories, who would or would not respond could not be predicted. "Nothing in a youth's socioeconomic or personal history yielded clues by which to predict success or failure in a vocational program except a general attitude that failure was inevitable."

A more recent experiment cited in Dropouts in America: Enough is Known for Action,[16] guaranteed minimum-wage part-time jobs to students who agreed to stay in school. Offered to 76,000 disadvantaged youth in 17 cities between 1977 and 1981, the programs cost $218 million and resulted in a 40 percent dropout rate.

Still, similar programs continue to be tried and to have their supporters. Superintendent of New York's city school system, Victor Herbert, has praise for the Dropout Prevention Program (DPP) established by Mayor Edward Koch three years ago.[17] According to Herbert, one of the most important strategies implemented in the program has been the effort to "link earning with learning" by providing part-time and full-time employment programs for at-risk students. The process of preparing for and finding a job for most of us, Herbert says, is "almost automatic." Yet, many students--the ones participating in New York's DPP program--do not have the same frame of reference that motivates other students to prepare for future career and educational goals by staying in school through high school graduation. The students at risk of dropping out in New York City live in an environment characterized by single-parent, poverty-stricken homes and neighborhoods where the unemployment rate is twice as high as it is in more affluent areas.

According to statistics quoted by the New York City school superintendent, about two-thirds of the students in New York's DPP schools live in single-parent homes; 50 to 75 percent live in households where the annual income falls below the poverty line; and, in 1987, the average unemployment rate for Blacks in New York City was 9.2 percent, nearly twice the 4.7 rate for Whites. The unemployment rate for Hispanics was 8.8 percent.

Herbert maintains that employment opportunities must be part of any dropout-prevention effort. "Working can nourish self-esteem and can give youngsters a feeling of belonging in spite of the hardships confronted at home and in their neighborhoods. Because it relates education to long-term economic independence, a job also motivates students to attend school and obtain a diploma. Finally, professional experiences can teach students about such values as responsibility to others, punctuality, and discipline."

The DPP program uses employment not as an alternative to school but as an incentive to stay in school. Through a combined school-community effort, DPP has found hundreds of part-time jobs for teens at risk of dropping out. The students have an opportunity to "win" a part-time job in return for good attendance and achievement. Before taking a job, the students attend career workshops to get an idea of what it will be like to be employed and to learn specific job skills. Treating employment as a learning experience, school staff provide ongoing support and feedback so students, often plagued by a poor self-image, do not get discouraged. In the Job for Seniors program, part of DPP's comprehensive approach to employment, high schools formally help students find full-time jobs--if they want them--after graduation.

Are vocational education programs meeting the needs of women? Some new data may be forthcoming from the Council of Chief State School Officers. The council is doing a study of high dropout rates and low achievement levels among Hispanic women and the success of vocational education programs serving them.[18] Funded by a grant from the Hispanic Policy Development Institute, the study's final report will include criteria for successful programs for Hispanic women and policy recommendations for improving their educational attainment.

Academics

Low academic achievement is one predictor of individuals likely to drop out of school. As the following examples show, schools and organizations are trying to isolate and treat problem areas.

- **Science and Math** -- According to the National Science Board (NSB), schools must do a better job of getting secondary students--especially female students and minorities--interested in science and prepared for college-level science and engineering courses.[19] Recent data from the National Assessment of Educational Progress (NAEP) shows a substantial improvement in Black students' achievement in mathematics and science. The gains are due, according to the NSB, to increased Black enrollments in higher level courses.

  Still, the NSB noted that minority achievement in math and science continues to lag behind that of White students, and performance by all students remains low. In fact, NAEP scores in math and science have stayed about the same since 1977. Minorities and women continue to score below men on the assessment and remain under-represented in science and engineering fields. The public apparently agrees with the National Science Board. In the board's survey of public attitudes, 69 percent of the American public surveyed said the quality of instruction in math and science was "inadequate." Moreover, Americans feel high school students should take more math and science. Sixty-nine percent said students should take a science course each year; 87 percent said students should study math each year.

  Abolished by the Congress this year, the National Advisory Council on Women's Educational Programs noted in its final report that boys still outperform girls in science and mathematics and urged that teacher training programs consider the different learning styles of boys and girls in those subjects.[20]

  The report, "Contextual Factors in Education: Improving Science and Mathematics Education for Minorities and Women," warns that educators are ignoring studies that point to the need for different instructional approaches to counter the chronic underachievement of minorities and women in science and technology.[21] Published jointly by the National Research Council and the Wisconsin Center for Education Research, the report is critical of the time-on-task approach to teaching. Instead, teachers should tailor the context of lessons to make them more meaningful for students. Many experimental programs that adapt instruction to students' individual needs, the authors say, have proven successful in teaching the skills needed for technological literacy. The report recommends ways to tailor lessons for students.

The Women's Educational Equity Act Publishing Center has issued a curriculum aimed at alleviating "math anxiety," a common affliction among girls.[22] Offering activities to help girls overcome their fear of math and develop a better understanding of the field, the project is designed to increase female enrollment and interest in math classes. The program, entitled "A Mindset for Math: Techniques for Identifying and Working With Math-Anxious Girls" is based on a pilot project conducted by two Ohio State University researchers. The curriculum can be incorporated into classroom activities or afterschool programs.

- **Reading** -- Chicago Public Schools has been trying to lower its dropout rate by improving students' reading skills, recognizing that low reading skills lead to academic problems in school and to eventually dropping out. The report of the Chicago Panel on Public School Policy and Finance entitled, "Bending the Twig, The Elementary Years and Dropout Rates in Chicago," notes some success in that the proportion of the district's eighth-grade students reading below grade level fell from 47 percent in 1978 to 34 percent in 1986. Basing its projections on this finding, the panel predicts the dropout rate for the class of 1990 will fall about 7 percentage points--from a high of 45 percent in 1985 to 38 percent in 1990. The panel's executive director, Fred Hess, holds little hope for further improvement in reading skills, however, because test scores in the eight elementary grades have remained static since 1983.[23]

- **Decision-making** -- At Emma Willard School in Troy, N.Y., a team of Harvard University researchers compiled data supporting a new theory of how teenage girls make decisions.[24] A majority of teenage girls, it appears, base decisionmaking on a moral psychology fundamentally different from that of most boys. This moral psychology "stresses an ethic of caring for other people over absolutes of right and wrong . . . and hence may influence the way young girls compete in an academic setting." The study's researchers believe their findings have widespread implications for curriculum and pedagogy in secondary schools.

Very little research on girls was available when the study began. The way educators look at achievement and identity has been based on studies of boys. The difference is that, in solving problems, most girls and women try to avoid disrupting relationships among people. Called "the ethic of care," this decisionmaking process is unlike that of most boys and men, who make decisions based on an "ethic of justice," or moral absolutes."

In the classroom, girls who operate under the ethic of care pyschology may not be able to come up with a "right answer" when confronted with an ethical dilemma. Rather, they would probably make a decision based on the least harm or hurt to the people involved. Because the ethic of justice mode is the common mode used in education, these students may not be assertive in class discussions and, thus, may receive lower grades.

The findings of this study appear to support those educators who advocate all-girl schools. Joan O. Holden, principal of St. Agnes School for Girls in Alexandria, Virginia, noted that the study is a forceful justification for such schools, saying: "The strong 'can-do' message of girls' schools provides girls with confidence and self-esteem. There are advantages to other systems as well, but single-sex schools should remain an option." Ms. Holden noted the findings of other studies showing that girls tend to be intimidated in classes dominated by boys, that boys talk longer in class than girls, and that they receive more positive reinforcement from teachers than girls. "Girls are taught to be passive, while boys are taught aggressiveness. But when girls go to single-sex schools, they stop being the audience and start being the participants."

Other recommendations of the researchers in the moral development study include making sure the literature selections represent both male and female decision-making ethics and taking a "care" approach in history classes. For example, lessons helping students learn "what it was like to be a slave" would favor the "care" approach more than requiring them to memorize facts about the Missouri Compromise.

- **Preschool** -- The 1964 report of the Virginia statewide study of dropouts conducted during 1962-63 contains programmatic recommendations that have implications for today's schools.[25] Specifically, culturally or educationally disadvantaged students may appear to be slow learners due to a lack of normal experiences which develop readiness for learning and provide a background for continued intellectual activity. The report suggests schools provide preschool experiences to improve the experience background of these pupils prior to entering the school system. At the secondary level, schools may need to provide group guidance classes, concentrated instruction in basic communication skills, increased use of multisensory aids to enlarge the experience of these pupils, increased attention by teachers to providing clear explanations and review of background considerations, increased involvement of parents and community agencies in the educational program, adult education opportunities to help parents learn how to provide desirable developmental experiences at home, and increased concern by teachers for providing appropriate educative experiences for all young people in their classes.

- **Testing** -- According to a new study conducted by a University of Wisconsin psychology professor and an adjunct professor of psychology at the University of California, Berkeley, gender differences in verbal ability and linguistic functions no longer exist.[26] Although it is commonly believed that girls are superior to boys in these fields, the professors found otherwise. Examining 165 separate studies, they found that gender differences were insubstantial. What makes this important is the availability now of bias-free testing of students' skills. As one researcher stated, "If we are going to measure intellectual skill, we should rely on tests of verbal ability, rather than measures [like mathematics tests] that are biased on the basis of sex."

The Scholastic Aptitude Test (SAT), too, has been criticized for being gender biased.[27] Responding to that criticism in relation to a state college scholarship program, the New York legislature last year enacted a measure requiring, for one year, high school grades as well as SAT scores to be used in determining eligibility for aid. As a result of that experiment, about 50 percent of this year's 25,000 winners of $1,250

Regents scholarships were women, compared with 43 percent the previous year. Also, the proportion of female winners of Empire State Scholarships of Excellence increased from 28 percent to 40 percent. The Empire State Scholarships included 1,000 awards of up to $10,000 each.

- **Tutoring** -- Nearly half of the secondary school student population in the Houston Independent School District are educationally at risk despite continuing intervention efforts.[28] This crisis has prompted a new "get tough" policy, including mandatory tutoring during out-of-school hours. In the Required Academic Proficiency program that began February 1988, nearly 40,000 students are required to spend about two hours of their free time to attend tutorial sessions in failed subjects. Students who refuse to attend the tutorials twice a week would fail the related courses. Superintendent Joan Raymond is spreading the message, "Students don't have the right to fail," in an extensive public relations campaign including posters, leaflets, radio and television announcements, and Sunday morning speeches in community churches. Replacing the ineffective in-school, voluntary tutoring program, Raymond says, "We're trying to get kids out of the shopping malls, off the streets, and into the schools. We want to teach them that school is not a playground, it is a business, and their business is to pass."

- **Incentives** -- What motivates students to stay in school? The majority of kids stay in school because they and their parents know that education is the basis of their future success. The ones who drop out know this too, but still they leave school. Some people believe that the long-term rewards of education are not enough to hold certain students in school. These students, they maintain, need more immediate rewards. Not just one, but many schools across the country are turning to money as the new motivator to keep potential dropouts in school.[29]

  Opponents argue that such incentives forego promoting the intrinsic value of learning in favor of short-term payoffs. However, other school officials say "only short-term incentive programs--ones relying heavily on cash, merchandise, or concert tickets--" have been effective in reaching many high-risk students and some average and even above-average students. Some of the stay-for-pay strategies across the country include:

  - Little Silver, N.J., high schools pay 77 potential dropouts $50 from federal job training funds every other Friday. In return, the students are expected to come to school, arrive on time, complete their homework, and behave properly.

  - The All Saints School (elementary) in Indianapolis promotes good behavior by holding a year-end lottery for a bicycle in each classroom. Students receive a ballot for each incident-free week.

  - Hayward High School in Hayward, California, offers rewards up to $250 for at-risk students who meet academic and attendance standards.

- In Decatur, Illinois, up to $300 in coupons are awarded each quarter to disadvantaged students for completion of education-related goals by both student and parents. The coupons are redeemable at local stores.

- Byck Elementary School in Louisville, Kentucky, awards special checks redeemable at a K-Mart store located on the school's second floor as part of the consumer education program. All students who meet attendance, grading, and behavior requirements are eligible for the checks.

- In California, 160 schools offer monetary awards of $10 to $200 per quarter to academically gifted minority students who participate in the MESA program. MESA is a ten-year-old program designed to further gifted students' interest in mathematics, science, and engineering.

This sampling reflects a growing trend to offer financial incentives to students at risk for leaving school before high school graduation. Although the movement is criticized for reinforcing instant gratification expectations, others say that these students have experienced repeated failure and need incentives they feel are within their reach. As James Comer, the Maurice Falk Professor of child psychiatry at Yale University's Child Study Center, explains: today's children no longer have the elaborate family and community support systems that sustained and motivated children in earlier times. Schools, therefore, have been forced to use external reward systems for motivation.[30]

In another approach, Pulitzer Prize-winning author Charles Fuller, Jr. rented billboard space throughout Philadelphia in February 1988 to encourage young Black students to stay in school.[31] Fuller wrote "A Soldier's Play," from which the motion picture "A Soldier's Story" was adapted. He undertook this private dropout-prevention project, along with his son and his brother, after watching a television show in which young Blacks equated academic success with "acting White." The 20 billboards depicted a young Black man and Black woman wearing graduation caps and gowns. The message said "Young people: stay free, take pride in yourselves, and GRADUATE!!"

- **Disincentives** -- Twenty states now require an exit test for high school graduation.[32] Until this year, no state required students leaving school before graduation to pass a competency test. Under a measure passed by the state legislature this year, New Hampshire will become the first state to require students to demonstrate competence in reading, writing, mathematics, and reasoning skills before they may drop out of school. The legislature also named a committee to study a proposed enforcement mechanism that would deny drivers' licenses to students who failed the test.

- **Collaborative Efforts** -- The Boston COMPACT stands as a model for many of the current attempts to forge school-community partnerships in a collaborative effort to keep students in school. Since Boston's employers, colleges, social service agencies, and the public schools signed the original agreement, school attendance has increased ten percent, reading and math scores have improved, and more summer jobs have been found for students. In a new alliance including the major school committee, superintendent of schools, business executives, university presidents, and community representatives, the Boston COMPACT is attacking high dropout rates. Their aim is to reduce by half the number of students who drop out each year and to double the number who return to regular or alternative education programs.[33]

Following is a sampling of other collaborative efforts taking place in various areas of the country:

- Last year, Minnesota Governor Rudy Perpich, chairman-elect of the Education Commission of the States, led a National Governors' Association task force on school dropouts. This year, a group of ten state governors, led by Perpich, will study ideas to combat the school dropout problem. The states participating include California, Illinois, Kentucky, Maryland, Mississippi, Nebraska, South Carolina, Virginia, and Vermont. The study is supported by the Council of State Policy and Planning Agencies under a grant from the U. S. Department of Health and Human Services.[34]

- Business leaders are concerned about the dropout problem because their future success depends on the availablity of qualified workers. The concern is evident by the trend toward active partnerships between the business community and the schools. Take, for example, the program at Mar Vista High School in Imperial Beach, California.[35] Sponsored by the Industry-Education Council of California, the program aims at lowering the dropout rate and improving attendance and academic achievement among high school students. Through a "work ability contract" between the school and the San Diego council, local businesses agree to provide incentives and support for the school, and the school attempts to meet certain academic and attendance goals. The participating businesses provide jobs, employment counseling, guest speakers, and practice employment interviews. Business persons conduct tours of plants and shops and provide "shadow programs" where students follow workers during the work day to see what a particular job is all about. The intent is to help students understand the relationship between education and employability. Principal Jaime Mercado notes that the program is one of many strategies the school uses to motivate students to stay in school. The school also has a full-time counselor, funded by a state grant, who teaches job skills and provides personal contact and counseling to help keep students in school. Early results indicate the program is having a positive effect. In 1986, Mar Vista had the highest dropout rate in the Sweetwater Union High School District, which is located near the Mexican border. Mercado notes that the dropout rate is historically higher among Hispanic students, and the Mar Vista student population is 55.8 percent Hispanic. In 1987, however, Mar Vista's dropout rate was the lowest in the district.

- In the Dalton, Georgia, school district, 300 businesses have formed a "Stay in School" task force to discourage teenagers from dropping out of school to obtain full-time work.[36] The dropout rate in the city and the surrounding Whitfield County was nearly 50 percent. Students, apparently, were being enticed out of school by jobs in the local carpet industry. Beginning in 1982, local businesses agreed to discourage teenagers from applying for full-time jobs. Moreover, students working part-time while still in school were sometimes required to keep up their grades or risk losing their jobs. After five years, in 1987, the Dalton schools reported a 12-percent decrease in the dropout rate; Whitfield County, 10 percent.

- Grant funds totaling $550,000 have been awarded to 37 Appalachian communities in 11 states by the Appalachian Regional Commission (A.R.C.) to support local dropout/prevention efforts.[37] The A.R.C., a joint federal and state agency supporting economic development in a 13-state area, has provided $3.4 million for 150 local dropout/prevention programs since 1985.

- This year, the Annie E. Casey Foundation awarded $50 million in foundation grants to help lower the dropout, teen pregnancy, and youth unemployment rates in five cities: Dayton, Ohio; Lawrence Massachusettes; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia.[38] The grants are to be used over a five-year period as part of the foundation's "New Futures" initiative, designed to reshape the way institutions serve disadvantaged children through collaborative citywide efforts. The cities plan to use the funding for more team teaching for students; development of "case managers" for at-risk youths; expanded health-education courses to help prevent teen pregnancy; and efforts to link in-school learning with the working world. Businesses in the five cities have agreed to provide jobs for a specified number of high school graduates annually. According to the foundation's director, the goal of the New Futures program extends beyond the five cities in the hope that the approaches and practices developed can guide other cities, the states, the private sector, and the federal government.

- The Ford Foundation entered the second phase of its dropout prevention program by awarding grants totaling $2.3 million to help local school-community collaboratives in 21 cities implement programs to reduce the number of student dropouts. In the first phase, $1.2 million in grants was awarded for local research on the dropout problem. The foundation's grant program is designed to test whether collaboratives are useful in a community's attempts to reduce the number of dropouts. A research team at New York University, supported by a $300,000 grant from the Carnegie Corporation of New York, will document the progress of the collaboratives.[39]

- In 1987, the state superintendent of Florida's schools, following the lead of Boston and Broward County, Florida, school districts, created a compact between the state's business and education communities to help keep students in school.[40] Under the compact, local corporations agree to guarantee jobs for potential high school dropouts who stay in school through graduation. Part-time employment is also made available to students while they are in school. State Superintendent of Education Betty Castor predicts that the program will affect more than 5,000 Florida students by the year 1990.

- Before stepping down as New York commissioner of education, Gordon M. Amback awarded \$1.5 million in grants to ten colleges and universities for joint dropout/prevention projects with local school districts.[41] The "Stay in School Partnership" grants enable institutes of higher education to provide support services to public school students at risk of dropping out.

- The BellSouth Foundation, established by a holding company of telephone service subsidiaries, awarded \$1.63 million in 1987 to improve elementary, secondary, and higher education in the Southeast.[42] Priorities for this first round of grants include (1) increasing the number and quality of teachers at the elementary and secondary levels and (2) motivating students to stay in school, particularly in the middle-school grades. The grants went to the Southeastern Council of the Holmes Group, the Southern Education Foundation, Tulane University, the University of Florida, the University of North Carolina's Center for Early Adolescence, and the University of South Carolina.

These examples of dropout prevention/intervention strategies are illustrative of the flurry of activity taking place in schools and communities all across the nation. Reducing the dropout rate is a high priority with government, education, and the general public. What remains to be seen is whether these programs make a difference to those students who cannot or will not stay in school.

Dropouts are found at all levels of the spectrum--some have high IQs, some low; some are from White, middle-class families, some from poor, minority homes; some boys drop out, some don't; some girls do, others don't. Given similar life conditions, what makes one student stay in school and another leave? A review of attitude theory[43] may shed some light on this mystery and aid in prevention and intervention efforts.

In summary, attitude can stimulate positive and negative behavior toward or against some environmental factor, which creates a positive or negative value.[44] [45] It seems fair to assume, then, if students have a positive attitude toward education, they will value education and persist in school. However, little evidence substantiates that attitude is predictive of behavior (Fishbein, 1967).

Through refinement of attitude theory,[46] [47] the relationship between attitude and behavior was determined to be more than one-to-one. Attitudes are multifaceted, becoming ". . . integrated with the personality of the individuals."[48] A person's attitude is a learned predisposition to respond to a given object or in a given situation, but he or she must also learn what response to make. Thus, there is no innate relationship between the attitude and the behavior. Two people may have learned the same attitude toward some object but may, nevertheless, make different responses to that same object.[49]

The motivational qualities of attitudes lead persons to search for or elude situations[50] or to react either positively or negatively.[51] The relationship between attitude and behavior, then, is understandably complex. Attitude is often inconsistent with the "action" one takes.[52] This explains why students may say they believe education is important; yet, believing this, they still may drop out of school. Coleman's[53] research, for example, indicated that Black students and their parents have high educational aspirations. This attitude, however, is not evident in the proportion of Black students who stay in school.

Attitudes and self-concepts are thought to be crucial determinants of students' success in school.[54] [55] Yet, attitude theory indicates that, although it is possible to change attitudes through experience,[56] it may not be enough. In planning dropout prevention and intervention strategies, not only must programs address student attitudes, they must also allow students to learn new behaviors or responses.

The Education Empowerment Model outlined in the San Diego City Schools 1984-85 school leaver study[57] sheds some light on why students who hold similar attitudes toward the importance of education make different choices--one stays in school, another drops out. Since attitudes and behaviors are learned from experience,[58] the key seems to lie in whether the student experiences success or failure in school.[59] Students who experience failure in school have a highly dissatisfying experience.[60] [61] Their frustration and feelings of failure may be expressed in negative behaviors such as passive resistance to learning, a lack of involvement in school-related activities, discipline problems, or even vandalism.[62] Other students experience success in school. The same environment, then, can have a different effect on the subjective experience of two students. Positive or negative experience cycles are established when a student enters school and experiences success or failure. These cycles are self-perpetuating and very difficult to break. "Poor performances lead to experiences of inadequacy which lead to poor self-images of abilities which lead to antischool values which lead back to poor performances." Likewise, good performance leads to perceptions of competence by the student and his or her teachers. These perceptions are reinforced by high expectations and continuing good performance.

As suggested by the literature, no single approach will work for all students. Educational institutions must provide a variety of options and support services to address multiple problems and differences related to gender, learning styles, and cultural backgrounds. Successful programs will involve caring, well-informed, well-trained personnel and collaboration with parents and community. Most important of all, schools must become places where students can develop competence and confidence in their abilities--where they can have successful experiences and learn constructive behaviors.

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WOMEN AT RISK PROJECT

DROPOUT FACTORS STUDY

Appendices B - G

SAN DIEGO CITY SCHOOLS

July 11, 1989

Appendix B

Population Demographics

Appendix B
Population Demographics

Section A : Total Population

This appendix presents demographic data for the total dropout and graduate populations of students who either graduated or dropped out of San Diego City Schools between August 1985 and July 1987.

Table 1 describes the students studied by gender and category of graduate or dropout who attended a secondary school within the San Diego Unified School District between September 1985–June 1986 and September 1986–June 1987.

Table 1
Percent of Total Dropout and Graduate Populations by Gender

	Dropouts		Graduates		
	N	%	N	%	Totals
Females	3918	46.8	6246	51	10164
Males	4447	53.2	5994	49	10441
Totals	**8365**		**12240**		**20605**

Table 2 describes the students studied by gender, by ethnicity and by category: graduate or dropout.

Table 2
Percent of Total Dropout and Graduate Populations by Gender by Ethnicity by Category: Male and Female

	Males				Females			
Ethnicity	Graduates		Dropouts		Graduates		Dropouts	
	N	%	N	%	N	%	N	%
Hispanic	725	12	973	22	885	14	946	24
White	3470	58	2182	49	3501	56	1925	49
Black	729	12	731	16	867	14	637	16
Asian	169	3	85	2	153	2	49	1
Alaskan/Indian	25	<1	12	<1	23	<1	7	<1
Pacific Islander	42	1	30	1	34	<1	26	1
Portuguese	26	<1	8	<1	41	1	19	<1
Filipino	340	6	149	3	348	6	143	4
Indochinese	468	8	277	6	394	6	166	4
Totals	**5994**		**4447**		**6246**		**3918**	

Table 3 describes the data in terms of number and percent of students enrolled in special programs by category: graduate or dropout. The following programs are represented on Table 4 by their corresponding abbreviations:

Program	**Abbreviation**
No Special Enrollment/Program	NONE
Special Attendance Permit	SAP
School Initiated Placement (Placement Council Action)	SIP
Voluntary Ethnic Enrollment Program	VEEP
Magnet	MAGNET
Special Education Programs	SEP
Secondary Centers, Elementary Child-Care Affidavit, Sequoia Elementary	Other

Table 3
Percent of Total Dropout and Graduate Populations by Enrollment Status by Category: Graduate or Dropout

Program	Graduates		Dropouts	
	N	**%**	**N**	**%**
NONE	8624	70	5145	61
SAP	491	4	1500	18
SIP	4	<1	17	<1
VEEP	872	7	314	4
MAGNET	1428	12	1104	13
SEP	101	1	165	2
Other	620	5	120	1
Totals	**12240**		**8365**	

English language fluency was assessed to determine the degree to which it relates to graduation and dropout rates. **Table 4** presents the distribution of students in terms of English language fluency by category: graduate or dropout.

Table 4
Percent of Total Dropout and Graduate Populations by English Language Fluency by Category: Graduate or Dropout

English Fluency	Graduates		Drop outs	
	N	**%**	**N**	**%**
Limited English	842	7	991	12
Mixed Dominance	2	<1	3	<1
Fluent English	11396	93	7371	88
Totals	**12,240**		**8365**	

Table 5 describes the population studied by their stanines on the CTBS test for Total Reading. The stanines are represented in stanine distributions of 1 through 9.

Table 5
CTBS Stanines for Reading by Category: Graduate or Dropout

Stanine	Graduates		Drop outs	
	N	%	N	%
Did not take test	457	4	558	10
Stanine of 1	987	9	384	7
Stanine of 2	801	7	603	11
Stanine of 3	769	7	782	14
Stanine of 4	1593	14	823	15
Stanine of 5	1951	17	923	17
Stanine of 6	1966	17	746	14
Stanine of 7	1548	14	331	6
Stanine of 8	1009	9	180	3
Stanine of 9	232	2	112	2
Totals	**11313**		**5442**	
Mean Stanine	4.76		3.87	
Standard Deviation	2.29		2.27	

Table 6 describes the population studied by their stanines on the CTBS test for language expression. The stanines are in stanine distributions of 1 through 9.

Table 6
Percent of the Total Dropout and Graduate Population
CTBS Stanines for Language Expression by Category: Graduate or Dropout

Stanine	Graduates		Drop outs	
	N	%	N	%
Did not take test	1153	10	892	16
Stanine of 1	241	2	143	3
Stanine of 2	841	7	567	10
Stanine of 3	749	7	641	12
Stanine of 4	1031	9	776	14
Stanine of 5	1939	17	924	17
Stanine of 6	2167	19	756	14
Stanine of 7	1847	16	403	7
Stanine of 8	902	8	212	4
Stanine of 9	443	4	128	2
Totals	**11313**		**5442**	
Mean Stanine	4.87		3.88	
Standard Deviation	2.46		2.44	

Table 7 describes the population studied by their stanines on the CTBS test for mathematics: concepts and applications. The stanines are in distributions of 1 through 9.

Table 7
Percent of the Total Dropout and Graduate Population
CTBS Stanines for Mathematics: Concepts and Applications by Category: Graduate or Dropout

Stanine	Graduates		Dropouts	
	N	**%**	**N**	**%**
Did not take test	795	7	644	11
Stanine of 1	721	6	373	7
Stanine of 2	344	3	391	7
Stanine of 3	204	2	654	12
Stanine of 4	923	8	698	13
Stanine of 5	2163	19	1148	21
Stanine of 6	2557	23	766	14
Stanine of 7	1995	18	412	8
Stanine of 8	1311	11	234	4
Stanine of 9	300	3	122	2
Totals	**11313**		**5442**	
Mean Stanine	5.21		4.06	
Standard Deviation	2.35		2.37	

Table 8 describes the students by grade point average (including physical education grades), gender, ethnicity and category: graduate or dropout.

Table 8
Percent of Total Dropout and Graduate Population
Grade Point Average (including P.E.) by Gender, Ethnicity and Category: Graduate or Dropout

Ethnicity		Males				Females			
		Graduates		Dropouts		Graduates		Dropouts	
	GPA	N	%	N	%	N	%	N	%
Hispanic	0–.99	4	1	472	48	6	1	371	39
	1.–1.9	187	26	346	36	171	19	330	35
	2.–2.9	407	56	127	13	557	63	190	20
	3.–4.0	127	18	28	3	151	17	55	6
Totals		**725**		**973**		**885**		**946**	
White	0–.99	22	1	814	37	31	1	614	32
	1.–1.9	485	14	775	36	334	10	597	31
	2.–2.9	1812	52	487	22	1661	47	482	25
	3.–4.0	1151	33	106	5	1475	42	232	12
Totals		**3470**		**2182**		**3501**		**1925**	
Black	0–.99	7	1	369	50	13	2	254	40
	1.–1.9	223	31	267	37	229	26	233	37
	2.–2.9	438	60	91	12	507	58	129	20
	3.–4.0	61	8	4	1	118	14	21	3
Totals		**729**		**731**		**867**		**637**	
Asian	0–.99	1	1	26	31	1	1	14	29
	1.–1.9	15	9	25	29	10	6	11	22
	2.–2.9	63	37	19	22	49	32	12	24
	3.–4.0	90	53	15	18	93	61	12	24
Totals		**169**		**85**		**153**		**49**	
Alaskan/Indian	0–.99	0	0	8	67	0	0	2	29
	1.–1.9	9	36	3	25	3	13	3	43
	2.–2.9	11	44	0	0	14	61	2	29
	3.–4.0	5	20	1	8	6	26	0	0
Totals		**25**		**12**		**23**		**7**	
Pacific Islander	0–.99	0	0	16	53	0	0	13	50
	1.–1.9	12	29	13	43	8	24	8	31
	2.–2.9	23	55	1	3	14	41	5	19
	3.–4.0	7	17	0	0	12	35	0	0
Totals			**42**		**30**		**34**		**26**

Table 8 (cont.):

Ethnicity		Males				Females			
		Graduates		Dropouts		Graduates		Dropouts	
	GPA	N	%	N	%	N	%	N	%
Portuguese	0–.99	0	0	2	25	0	0	7	37
	1.–1.9	5	19	4	50	5	12	7	37
	2.–2.9	18	69	0	0	30	73	2	10
	3.–4.0	3	12	2	25	6	15	3	16
Totals		**26**		**8**		**41**		**19**	
Filipino	0–.99	0	0	46	31	0	0	37	26
	1.–1.9	46	14	51	34	31	9	31	22
	2.–2.9	179	53	40	27	164	47	39	27
	3.–4.0	115	34	12	8	153	44	36	25
Totals		**340**		**149**		**348**		**143**	
Indochinese	0–.99	2	<1	72	26	1	<1	33	20
	1.–1.9	37	8	85	31	13	3	48	29
	2.–2.9	226	48	94	34	209	53	61	37
	3.–4.0	203	43	26	9	171	43	24	14
Totals		**468**		**277**		**394**		**166**	

Table 9 describes the students by grade point average (excluding physical education grades), gender, ethnicity and category: graduate or dropout.

Table 9
Percent of Total Dropout and Graduate Populations
Grade Point Average (excluding P.E.) by Gender, Ethnicity and Category: Graduate or Dropout

Ethnicity		Males				Females			
		Graduates		Dropouts		Graduates		Dropouts	
	GPA	N	%	N	%	N	%	N	%
Hispanic	0–.99	5	1	508	52	8	1	370	39
	1.–1.9	258	36	327	34	204	23	346	37
	2.–2.9	363	50	115	12	545	62	175	18
	3.–4.0	99	14	23	2	128	14	55	6
Totals		**725**		**973**		**885**		**946**	
White	0–.99	24	1	875	40	31	1	607	32
	1.–1.9	704	20	783	36	385	11	619	32
	2.–2.9	1738	50	433	20	1712	49	477	25
	3.–4.0	1004	29	91	4	1373	39	222	12
Totals		**3470**		**2182**		**3501**		**1925**	
Black	0–.99	8	1	403	55	13	1	257	40
	1.–1.9	330	45	249	34	272	31	232	36
	2.–2.9	348	48	77	10	483	56	130	20
	3.–4.0	43	6	2	<1	99	11	18	3
Totals		**729**		**731**		**867**		**637**	

Table 9 (cont.):

Ethnicity		Males				Females			
		Graduates		Dropouts		Graduates		Dropouts	
	GPA	N	%	N	%	N	%	N	%
Asian	0–.99	1	1	27	32	1	1	13	27
	1.–1.9	22	13	28	33	12	8	13	27
	2.–2.9	65	38	18	21	53	35	11	22
	3.–4.0	81	48	12	14	87	57	12	24
Totals		**169**		**85**		**153**		**49**	
Alaskan/Indian	0–.99	0	0	8	67	0	0	2	29
	1.–1.9	12	48	3	25	3	13	4	57
	2.–2.9	9	36	0	0	14	61	1	14
	3.–4.0	4	16	1	8	6	26	0	0
Totals		**25**		**12**		**23**		**7**	
Pacific Islander	0–.99	1	2	20	67	0	0	14	54
	1.–1.9	13	31	10	33	9	26	7	27
	2.–2.9	22	52	0	0	14	41	5	19
	3.–4.0	6	14	0	0	11	32	0	0
Totals		**42**		**30**		**34**		**26**	
Portuguese	0–.99	0	0	2	25	0	0	8	42
	1.–1.9	7	27	4	50	7	17	6	32
	2.–2.9	16	62	0	0	29	71	2	10
	3.–4.0	3	11	2	25	5	12	3	16
Totals		**26**		**8**		**41**		**19**	
Filipino	0–.99	1	<1	53	36	0	0	39	27
	1.–1.9	65	19	54	36	40	11	31	22
	2.–2.9	173	51	35	24	176	50	41	29
	3.–4.0	101	30	7	5	136	39	32	22
Totals		**340**		**149**		**352**		**143**	
Indochinese	0–.99	2	<1	81	29	1	<1	34	20
	1.–1.9	60	13	98	35	22	6	53	32
	2.–2.9	223	48	75	27	208	53	59	36
	3.–4.0	183	39	23	8	163	41	20	12
Totals		**468**		**277**		**394**		**166**	

Section B: Population Surveyed

In **Section B**, a subgroup of 617 dropout students are profiled. This group includes male and female dropouts who participated in the interview. The dropouts evaluated and comparisons are made on some of the variables used to describe the complete student population: gender, ethnicity, special enrollment codes, CTBS stanines (for comparison reasons, stanine stanines are presented); and grade point average without physical education grades included in the computation of averages.

Table 10
Dropouts Interviewed: Ethnicity by Gender

Ethnicity	Males		Females		Totals	
	N	%	N	%	N	%
Hispanic	76	23	86	30	162	26
White and Portuguese	194	58	152	54	346	56
Black	35	11	33	12	68	11
Asian, Pacific Islander, Filipino and Indochinese	28	8	12	4	40	6
American Indian	0	0	1	<1	1	<.01
Totals	**333**		**284**		**617**	

Table 11 describes the data in terms of number and percent of dropout students enrolled in special programs. The following programs are represented in Table 13 by the corresponding abbreviations:

Program	**Abbreviation**
No Special Enrollment/Program	NONE
Special Attendance Permit	SAP
School Initiated Placement (Placement Council Action)	SIP
Voluntary Ethnic Enrollment Program	VEEP
Magnet	MAGNET
Special Education Programs	SEP
Secondary Centers, Elementary Child-Care Affidavit, Sequoia Elementary	Other

Table 11
Dropouts Interviewed: Enrollment Status by Special Enrollment Code

Program	Dropouts	
	N	%
NOINE	328	49
SAP	195	29
SIP	1	<1
VEEP	32	5
MAGNET	84	13
SEP	19	3
Other	9	1
Totals	**668**	

Table 12
Dropouts Interviewed: CTBS Stanines for Reading by Gender and Ethnicity
Number/Mean Stanine

Ethnicity	Males		Females	
	N	Mean	N	Mean
Hispanic	60	3.02	71	3.06
White	137	4.28	103	4.42
Black	29	2.62	26	3.39
Asian	3	3.67	3	4.00
American Indian	0	0	1	6.00
Pacific Islander	0	0	1	5.00
Portuguese	0	0	3	2.67
Filipino	7	3.00	3	5.00
Indochinese	9	2.11	4	2.25
Totals	**245**		**215**	

Table 13
Dropouts Interviewed: CTBS Stanines for Language Expression by Gender and Ethnicity
Number/Mean Stanine Score

Ethnicity	Males		Females	
	N	Mean	N	Mean
Hispanic	60	3.50	71	3.5
White	137	4.02	103	4.54
Black	29	3.17	26	3.00
Asian	3	5.33	3	4.33
American Indian	No Data		No Data	
Pacific Islander	0	0	1	3.00
Portuguese	0	0	3	1.67
Filipino	7	2.71	3	3.67
Indochinese	9	2.11	4	3.25
Totals	**245**		**214**	

Table 14
Dropouts Interviewed: CTBS Stanines for Mathematics:
Concepts and Application by Gender and Ethnicity
Number/Mean Stanine Score

Ethnicity	Males		Females	
	N	Stanine	N	Stanine
Hispanic	60	3.50	71	3.44
White	137	4.01	103	4.30
Black	29	2.69	26	2.96
Asian	3	4.33	3	4.33
American Indian	No Data		No Data	
Pacific Islander	0	0	1	4.00
Portuguese	0	0	3	2.67
Filipino	7	3.27	3	5.67
Indochinese	9	4.00	4	3.75
Totals	**245**		**215**	

Table 15
Dropouts Interviewed : Grade Point Average (excluding P.E.) by Gender and Ethnicity

Ethnicity		Males		Females	
	GPA	N	%	N	%
Hispanic	0–.99	34	45	23	27
	1.–1.9	30	40	45	52
	2.–2.9	8	10	12	14
	3.–4.0	4	5	6	7
Totals		**76**		**86**	
White and Portuguese	0–.99	72	37	40	26
	1.–1.9	85	44	57	38
	2.–2.9	32	16	42	28
	3.–4.0	5	3	13	8
Totals		**194**		**152**	
Black	0–.99	18	51	15	45
	1.–1.9	16	46	13	39
	2.–2.9	1	3	4	12
	3.–4.0	0	0	1	3
Totals		**35**		**33**	
Asian, Pacific Islander, Filipino, Indochinese	0–.99	10	36	1	8
	1.–1.9	12	43	5	42
	2.–2.9	3	11	4	33
	3.–4.0	3	11	2	17
Totals		**28**		**12**	
American Indian	0–.99	0	0	0	0
	1.–1.9	0	0	0	0
	2.–2.9	0	0	1	100
	3.–4.0	0	0	0	0
Totals		**0**		**1**	

Table 16
Dropouts Interviewed: Grade Point Average (including P.E.) by Gender and Ethnicity

Ethnicity	GPA	Males N	Males %	Females N	Females %
Hispanic	0–.99	30	9	22	26
	1.–1.9	34	10	43	50
	2.–2.9	8	2	14	16
	3.–4.0	4	1	7	8
Totals		**76**		**86**	
White and Portuguese	0–.99	67	20	41	27
	1.–1.9	87	26	58	38
	2.–2.9	35	11	39	27
	3.–4.0	5	1	14	9
Totals		**194**		**152**	
Black	0–.99	18	5	16	48
	1.–1.9	15	5	11	33
	2.–2.9	2	1	5	215
	3.–4.0	0	0	1	3
Totals		**35**		**33**	
Asian, Pacific Islander, Filipino, Indochinese	0–.99	10	3	1	8
	1.–1.9	12	4	6	50
	2.–2.9	3	1	2	17
	3.–4.0	3	1	3	25
Totals		**28**		**12**	
American Indian	0–.99	0	0	0	0
	1.–1.9	0	0	0	0
	2.–2.9	0	0	1	100
	3.–4.0	0	0	0	0
Totals		**0**		**1**	

Table 17
Dropouts Interviewed: Mean Grade Point Average (including P.E.) by Gender and Ethnicity
Number/Mean G.P.A.

Ethnicity	Males N	Males %	Females N	Females %
Hispanic	76	1.21	86	1.49
White	194	1.27	149	1.53
Black	35	.98	33	1.19
Asian	3	2.97	3	1.21
American Indian	0	0	1	2.57
Pacific Islander	1	No Data	1	1.87
Portuguese	0	0	3	1.15
Filipino	11	1.03	3	2.68
Indochinese	13	1.54	5	2.31
Totals	**333**		**284**	

Tables 18A and 18B present the dropouts interviewed by G.P.A. (excluding P.E.) and by G.P.A. (including P.E.), by gender. The number of students in each group is provided, followed by the percent of gender that number represents.

Table 18A
Dropouts Interviewed: G.P.A. (excluding P.E.) by Gender

G.P.A	Males		Females	
	N	%	N	%
0–.99	125	38	80	28
1.0–1.9	148	44	118	42
2.0–2.9	48	14	61	21
3.0–4.0	12	4	25	9
Totals	333		284	

Table 18B
Dropouts Interviewed: G.P.A. (including P.E.) by Gender

G.P.A	Males		Females	
	N	%	N	%
0–.99	134	40	79	28
1.0–1.9	143	43	120	42
2.0–2.9	44	13	63	22
3.0–4.0	12	4	22	8
Totals	333		284	

Table 19
Dropouts Interviewed: CTBS Stanines of6 or above for Reading by Gender and Ethnicity
Number/Mean Stanine

Ethnicity	Males		Females		
	N	Mean	N	Mean	Percent of Total Group
Hispanic	7	6.29	9	6.67	10
White	48	6.58	33	6.52	23
Totals	55		42		

Table 20
Dropouts Interviewed: CTBS Stanines of 6 or above for Language Expression by Gender and Ethnicity
Number/Mean Stanine Score

Ethnicity	Males		Females		
	N	Mean	N	Mean	Percent of Total Group
Hispanic	4	6.250	13	6.462	10
White	41	6.756	42	6.619	24
Black	3	6.000	5	6.600	12
Totals	48		60		

Table 21
Dropouts Interviewed: CTBS Stanines of 6 or above for Mathematics:
Concepts and Application by Gender and Ethnicity
Number/Mean Stanine Score

Ethnicity	Males		Females		
	N	Mean	N	Mean	Percent of Total Group
Hispanic	9	6.000	13	6.461	14
White	44	6.682	38	6.605	24
Black	3	6.667	3	8.000	9
Totals	56		54		

Appendix C

Dropout/Graduate Survey

San Diego City Schools
Community Relations and Integration Services Division
Women-at-Risk Project

Dropout/Graduate Survey

Student ID#___________
Interviewer___________

Phone Introduction:

Hello, may I please speak to__________________? Thank you. (If individual is not present at time of call, identify where and when he/she can be reached. See code sheet for notation.)

My name is______________, I work for San Diego City Schools. We are conducting a survey of former district students who have attended any of our schools at any time from September of 1985 through June 1987.

The district received a grant to conduct a study of why many students leave school before graduation. What we learn from this survey will help us better serve all students and encourage more students to graduate.

The questions I have will take about 15 minutes of your time. The questions will be about you, your family and your school experience. The answers you give will be kept confidential. If there are questions you prefer not to answer, just let me know.

Is this a good time for you right now?

Yes______No______. New time, ______ New date________

(If individual replies no, reschedule a definite time.)

San Diego City Schools
Community Relations and Integration Services Division
Women-at-Risk

Dropout/Graduate Survey

Student ID#_________
Interviewer_________

Face-to-Face Survey Introduction

My name is_______________, I work for San Diego City Schools. (Verify name, parent name and birthdate of individual who is being interviewed.) We are conducting a survey of former district students who attended any of our schools at any time from September 1985 through June 1987,

The district received a grant to conduct a study of why many students leave school before graduation. What we learn from this survey will help us better serve all students and encourage more students to graduate.

The questions I have will take about 15 minutes of your time. The questions will be about you, your family, and your school experience. The answers you give will be confidential. If there are questions you prefer not to answer, just let me know. I appreciate your making an appointment and coming in to see me.

Questionnaire

The first questions will ask for some information about you. Again, let me stress that all your answers are confidential, and will never be identified with your name..

1. Did you graduate from high school?

   Yes____ No____ (if no, skip question #2a, ask only #2b)

2a. If yes, What year?____, Which school?________________

2b. If no, then did you drop out of school?

Yes____ No____ (If no, conclude survey here.)

3. Whom did you live with during your last year of school?

   Mother_____ Father_____ Guardian_____ Stepparent____
   Friend____ Other____ (check all that apply)

4. How many brothers and sisters do you have?____
   (if answer is 0 - skip question #5)

5. What is your birth order?
   Are you the Oldest____ Middle____ Youngest____

The following questions are about your family life during your school years.

6. Did you do homework regularly?

   Yes____ No____

7. Did you have a quiet place where you could do your homework?

Yes____ No____

8. Did anyone in your family help you with your homework?

Yes____ No____

9. Did your parents know where you were most of the time?

Yes____ No____

10. Did anyone in your family encourage you to do well in school?

Yes____ No____

Who?____________________

11. Did your family have regular contact with your teachers? For example, did they go to parent teacher conferences and parent night at school, did they call the school when you were having problems? Overall, how much contact did your parents have with your teachers?

A Lot____ Some ______Very Little _______None____

12. From the time you started kindergarten, how many different schools did you attend?______

The next set of questions have to do with you.

13. How comfortable do you feel in new situations? For example, how comfortable do you feel meeting new people, trying new things. Are you:

Very Comfortable_____ Fairly Comfortable_____
Not Very Comfortable_____ Very Uncomfortable____

14. How confident and self-assured did you think you were just prior to your leaving school? Did you think that you were:

Very _____ Fairly_____
Not Very_____ Not At All____

15. How intelligent did you think you were in the months just before you left school? Do you think that you were:

Very Intelligent_____ Fairly Intelligent____
Somewhat Intelligent____ Not Intelligent At All____

16. While in school, who did you think would financially take care of you after you left school?

Parents____ A Partner____ Self____
Someone Else____

17. Did recurring illnesses put you behind in your school work?

Yes____ No____

18. Did falling behind in school work due to absences cause you to consider dropping out?

Yes___ No____

19. During your last year of school did you have a job?

Most Of The Time_____ Sometimes____ Never____

(if Never, skip question #20.)

20. If you had a job, how many hours per week did you work?

____

The following set of questions have to do with you and your friends.

21. Did you participate in any school organizations, clubs, sports, or activities?

Yes____ No____

Which ones?____

22. Did you participate in any activities outside of school? For example, clubs, church groups, sports, skill or hobby groups, etc.?

Yes____ No____

Which ones?____

23. Were most of your friends going to school?

Yes____ No____ Both____

24. Did any of your close friends leave school before graduating?

Yes____ No____

25. Did your group of friends encourage you to

(a) Drop Out Of School____
(b) Stay In School____.
(c) Both A&B____
(d) Neither A nor B_____

26. How often did other students put you down or make you feel small?

Never____ Seldom____ Sometimes____ Often____

27. How often did you feel other students liked and accepted you?

Never____ Seldom____ Sometimes____ Often____

The next part of the survey will find out about your relationship with your teachers and your feelings toward school.

28. How interesting would you say school was for you?
(a) Very Interesting____
(b) Slightly Interesting____
(c) Rarely Interesting___
(d) Never Interesting____

29. How easy or difficult did your school work seem to you?:

(a) Very Easy____
(b) Fairly Easy____
(c) About Right____
(d) Somewhat Difficult____
(e) Very Difficult____
(f) Varies From Subject to Subject____
Comments:

30. Who decided which courses you would take?

Counselor____ Family____ Self____ Friend____
Teacher_____ Other____

31. In making career choices, what kinds of options did your counselor suggest for you?____________________________________

32. At the time, did you agree with his/her suggestions?

Yes____ No____

33. At this time, how relevant do you think those suggestions were for you?

Very____ Fairly____ Somewhat____ Not At All____

34. How much do you feel your teachers cared about your success in school? Would you say they cared

A Great Deal_____ Some___ Not At All____

35. How often did your teachers give you the help you needed?

Almost Always____ Sometimes____ Not Very Often____
Not At All ____

36. How able were you to keep up with your school work?

Very Able____ Fairly Able___ Not Very Able____
Not At All____

37. How relevant did you feel what you learned in school was to everyday life?

Very____ Somewhat_____ Very Little____

38. How often did your teachers praise and encourage you?

Never____ Seldom____ Once In A While____ Often____

39. How often did your teachers insult you or put you down?

Never____ Seldom____ Once In A While____ Often____

40. How much of a problem was transportation to school for you?

No Problem____ Sometimes a Problem____
Always a Problem____

41. On a scale from one to five, summarize your feelings about your school experience with one being the worst overall experience you could have and five being the best overall experience you could have.

Answer____________
Comments:

The next section concerns pregnancy and marriage.

42. Did you get married while in high school?

Yes____ No____

43. For females only: Did you become pregnant while you were in school?

Yes____ No____

(if no, skip to #48)

44. Did you have a child, or father a child while you were in school?

Yes____ No____

(if no, or if male: skip to #48)

45. For females only: How difficult was it to find baby sitting services so that you could attend school?

Very Difficult___ Somewhat Difficult____ Not At All Difficult____

46. For females only: How satisfied were you with the baby sitting services that you had?

Very Acceptable____ Somewhat Acceptable____
Not At All Acceptable____

47. For females only: Did you have enough energy to care for your child and stay in school?

Always____ Generally____ Seldom____ Never____

The next section concerns school actions.

48. Were you ever held over or retained in school?

Yes___ No___ If yes, When?____________________

49. Were you ever suspended from school?

Yes____ No____ If yes, Why?____________________

50. Were you ever expelled from a school?

Yes____ No____ If yes, Why?____________________

The next section concerns stress in your homelife. We realize these may be sensitive areas for you to talk about but would like you to try to be as helpful as you can.

51. In the months prior to your leaving school, how stressful was your homelife?

Very Stressful____ Somewhat Stressful____
Not Particularly Stressful____ Not At All Stressful____

52. In the months prior to your leaving school, to what degree did you use alcohol?

Daily____ Sometimes____ Rarely____ Never_____

53. In the months prior to your leaving school, to what degree did you use drugs?

Daily____ Sometimes____ Rarely____ Never____

IF THE STUDENT BEING INTERVIEWED IS A **GRADUATE**;

54. You have answered a lot of questions for me. What do you think are the most important reasons that you stayed in school until you graduated?

____

____

____

____

____

This completes our survey. The findings from this study will help us to learn more about students and their experiences in school. Your time has been very valuable to us. Thank you.

IF THE STUDENT BEING INTERVIEWED IS A **DROPOUT**;

54. You have anwered a lot of questions for me. What do you think are the most important reasons that you dropped out of school?

____

____

____

____

This completes our survey. The findings from this study will help us to learn more about students and their experiences in school. Your time has been very valuable to us. Thank you.

Appendix D

Dropout/Graduate Survey Results

Appendix D

In this appendix, responses to an oral questionnaire are discussed. The questionnaire was administered to a sample from the original dropout and graduate populations. These included approximately 668 of the dropouts discussed in Section B and approximately 886 of the students from the original sample who graduated. Student interviews missing responses to five or more questions were not included in the analysis. Thus, the number of respondents vary for each question. The number of respondents in each category and the percent that number represents are listed for each question.

The questionnaire was designed to assess the factors which contribute to graduation or to dropping out of school. Some of the questions required a response of "yes" or "no", others allowed students to choose a level of either positive or negative feelings, and the last question was open-ended, requiring the students to make attributions about how much a particular factor or event contributed to either their graduation from or dropping out of high school. For each question, when appropriate, the responses of males and females and of graduates and dropouts are compared. In some instances the particular question is appropriate for females only, graduates only or dropouts only.

Questionnaire: Frequency Tables

Questions 1, 2a and 2b involved the year the student graduated or dropped out and the school the student attended at the time.

Question 3: Whom did you live with during your last year of school?

	Dropouts		Graduates	
	N	%	N	%
Mother	180	29	163	20
Father	45	7	26	3
Mother & Father	288	47	568	70
Guardian	5	1	4	<1
Mother & Stepfather	9	1	12	1
Father & Stepmother	4	1	3	<1
Friend	16	3	6	1
Other	64	10	25	3
Totals	**611**		**807**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Mother	97	29	83	30	80	18	83	22
Father	29	9	16	6	17	4	9	2
Mother & Father	162	49	126	45	309	71	259	69
Guardian	2	<1	3	1	1	<1	3	1
Mother & Stepfather	4	1	5	1	7	2	5	1
Father & Stepmother	1	<1	3	1	3	1	0	0
Friend	5	1	11	4	4	1	2	<1
Other	31	9	33	12	11	3	14	4
Totals	**331**		**280**		**432**		**375**	

Question 4: How many brothers and sisters do you have?

Number of Siblings	Dropouts		Graduates	
	N	%	N	%
0	3	1	56	7
1	157	27	237	30
2	138	24	202	26
3	96	17	130	16
4	72	12	64	8
5	38	7	35	4
6	27	5	29	4
7	19	3	16	2
8	9	2	21	3
9	18	3	0	0
Totals	**577**		**790**	

	Dropouts				Graduates			
Number of Siblings	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
0	3	1	0	0	28	7	28	8
1	85	28	72	27	133	31	104	29
2	72	23	66	25	104	24	98	27
3	57	18	39	15	70	16	60	17
4	38	12	34	13	30	7	34	9
5	17	6	21	8	24	6	11	3
6	14	5	13	5	14	3	15	4
7	7	2	12	4	8	2	8	2
8	5	2	4	1	16	4	5	1
9	11	4	7	3	0	0	0	0
Totals	**309**		**268**		**427**		**363**	

Question 5: What is your birth order?

Birth Order	Dropouts		Graduates	
	N	%	N	%
Oldest	168	29	262	35
Middle	186	33	208	27
Youngest	215	38	287	38
Totals	**569**		**757**	

Birth Order	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Oldest	82	27	86	32	138	33	124	36
Middle	108	36	78	29	120	29	88	25
Youngest	112	37	103	39	154	37	133	39
Totals	**302**		**267**		**412**		**345**	

Question 6: Did you do your homework regularly?

	Dropouts		Graduates	
	N	%	N	%
Yes	319	53	567	70
No	287	47	238	30
Totals	**606**		**805**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	155	47%	164	59	280	65	287	77
No	173	53%	114	41	151	35	87	23
Totals	**328**		**278**		**431**		**374**	

Question 7: Did you have a quiet place where you could do your homework?

	Dropouts		Graduates	
	N	%	N	%
Yes	492	80	711	88
No	120	20	95	12
Totals	**612**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	279	84	213	76	377	88	334	89
No	52	16	68	24	53	12	42	11
Totals	**331**		**281**		**430**		**376**	

Question 8: Did anyone in your family help you with your homework?

	Dropouts		Graduates	
	N	%	N	%
Yes	364	59	427	53
No	249	41	379	47
Totals	**613**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	199	60	165	58	209	49	218	58
No	131	40	118	42	220	51	159	42
Totals	**330**		**283**		**429**		**377**	

Question 9: Did your parents know where you were most of the time?

	Dropouts		Graduates	
	N	%	N	%
Yes	429	70	721	89
No	183	30	85	11
Totals	**612**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	220	66	209	74	375	87	346	92
No	111	34	72	26	56	13	29	8
Totals	**331**		**281**		**431**		**375**	

Question 10A: Did anyone in your family encourage you to do well in school?

	Dropouts		Graduates	
	N	%	N	%
Yes	542	89	747	92
No	70	11	61	8
Totals	**612**		**808**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	306	92	236	84	398	92	349	93
No	25	8	45	16	33	8	28	7
Totals	**331**		**281**		**431**		**377**	

Question 10B: Who in your family encouraged you to do well in school?

	Dropouts		Graduates	
	N	%	N	%
Mother	138	26	143	19
Father	36	7	59	8
Mother & Father	167	31	342	46
Guardian	1	<1	0	0
Mother & Stepfather	1	<1	2	<1
Father & Stepmother	2	<1	1	<1
Friend	0	0	1	<1
Other	190	36	193	26
Totals	**535**		**741**	

Question 10B (cont.):

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Mother	74	25	64	27	74	19	69	20
Father	18	6	18	8	26	7	33	10
Mother & Father	95	32	72	31	192	48	150	44
Guardian	1	<1	0	0	0	0	0	0
Mother & Stepfather	0	0	1	<1	1	<1	1	<1
Father & Stepmother	0	0	2	1	0	0	1	<1
Friend	0	0	0	0	1	<1	0	0
Other	111	37	79	33	103	26	90	26
Totals	**299**		**236**		**397**		**344**	

Question 11: *Did your family have regular contact with your teachers? For example, did they go to parent teacher conferences and parent night at school, did they call the school when you were having problems? Overall, how much contact did your parents have with your teachers?*

Amount of Contact	Dropouts		Graduates	
	N	%	N	%
A lot	95	15	103	13
Some	162	27	218	27
Very Little	145	24	235	29
None	208	34	253	31
Totals	**610**		**809**	

	Dropouts				Graduates			
Amount of Contact	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
A lot	59	18	36	13	58	13	45	12
Some	99	30	63	22	113	26	105	28
Very Little	82	25	63	22	129	30	106	28
None	89	27	119	42	132	31	121	32
Totals	**329**		**281**		**432**		**377**	

Question 12: From the time you started kindergarten, how many schools did you attend?

Number of Schools	Dropouts		Graduates	
	N	%	N	%
1	18	3	7	1
2	31	5	33	4
3	104	17	252	32
4	122	20	210	26
5	101	17	151	19
6	63	10	63	8
7	55	9	43	5
8	27	4	40	5
9	90	15	0	0
Totals	611		799	

Number of Schools	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
1	10	3	8	3	4	1	3	1
2	14	4	17	6	17	4	16	4
3	48	15	56	19	128	30	124	33
4	69	21	53	19	105	25	105	28
5	57	17	44	16	87	20	64	17
6	34	10	29	10	36	8	27	7
7	28	9	27	10	25	6	18	5
8	12	4	15	5	4	6	16	4
9	57	17	33	12	0	0	0	0
Totals	**329**		**282**		**426**		**373**	

Question 13: How comfortable do you feel in new situations? For example, how comfortable do you feel meeting new people, trying new things? Are you:

Degree of Comfort	Dropouts		Graduates	
	N	%	N	%
Very Comfortable	228	37	335	41
Fairly Comfortable	280	46	385	48
Not Very Comfortable	82	13	71	9
Very Uncomfortable	20	3	15	2
Totals	**610**		**806**	

Degree of Comfort	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very Comfortable	109	33	119	42	181	42	154	41
Fairly Comfortable	155	47	125	44	204	47	181	48
Not Very Comfortable	56	17	26	9	37	9	34	9
Very Uncomfortable	9	3	11	4	9	2	6	2
Totals	**329**		**281**		**431**		**375**	

Question 14: How confident and self-assured did you think you were just prior to your leaving school? Did you think that you were:

Degree of confidence	Dropouts		Graduates	
	N	%	N	%
Very	144	24	313	39
Fairly	225	37	361	45
Not Very	180	29	104	13
Not At All	60	10	28	3
Totals	**609**		**806**	

	Dropouts				Graduates			
Degree of Confidence	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very	88	27	56	20	183	42	130	35
Fairly	119	36	106	38	193	45	168	45
Not Very	96	29	84	30	44	10	60	16
Not At All	27	8	33	12	12	3	16	4
Totals	**330**		**279**		**432**		**374**	

Question 15: How intelligent did you think you were in the months just before you left school? Do you think that you were:

Level of Intelligence	Dropouts		Graduates	
	N	%	N	%
Very Intelligent	143	23	212	26
Fairly Intelligent	292	48	412	51
Somewhat Intelligent	145	24	170	21
Not Intelligent At All	33	5	15	2
Totals	**613**		**809**	

	Dropouts				Graduates			
Level of Intelligence	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very Intelligent	71	21	72	26	118	27	94	25
Fairly Intelligent	164	50	128	45	224	52	188	50
Somewhat Intelligent	80	24	65	23	82	19	88	23
Not Intelligent At All	16	5	17	6	8	2	7	2
Totals	**331**		**282**		**432**		**377**	

Question 16: While in school, who did you think would take care of you financially after you left school?

Anticipated Caretaker	Dropouts		Graduates	
	N	%	N	%
Parents	166	29	357	45
Self	351	61	329	42
Partner & Self	46	8	92	12
Someone Else	17	3	9	1
Totals	**580**		**787**	

	Dropouts				Graduates			
Anticipated Caretaker	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Parents	85	27	81	29	184	44	173	46
A Partner	1	<1	14	5	4	1	3	1
Self	195	61	156	57	190	45	139	37
Partner & Self	29	9	17	6	39	9	53	14
Someone Else	9	3	8	3	4	1	5	1
Totals	**319**		**276**		**421**		**373**	

Question 17: Did recurring illnesses put you behind in your school work?

	Dropouts		Graduates	
	N	%	N	%
Yes	151	25	114	14
No	458	75	692	86
Totals	**609**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	70	21	81	29	45	10	69	18
No	258	79	200	71	385	90	307	82
Totals	**328**		**281**		**430**		**376**	

Question 18: Did falling behind in school work due to absences cause you to consider dropping out?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
Yes	330	54	82	10
No	278	46	728	90
Totals	**608**		**810**	

Question 18 (cont.):

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Yes	167	51	163	58	42	10	40	12
No	161	49	117	42	391	90	337	89
Totals	**328**		**280**		**433**		**377**	

Note: Given the responses of the students interviewed, Question 19 appears to have been worded in an ambiguous way. See Question 20 for a more accurate representation of the work behavior of the students interviewed.

Question 19: During your last year of school did you have a job?

	Dropouts		Graduates	
Job Status	Males	Females	Males	Females
	N	**N**	**N**	**N**
Most of the Time	1	1	1	1
Sometimes	140	102	165	149
Never	192	181	268	227
Totals	**333**	**284**	**434**	**377**

Question 20: If you had a job, how many hours per week did you work?

Hours per Week	Dropouts		Graduates	
	N	**%**	**N**	**%**
1–5	14	8	13	3
6–10	14	8	27	7
11–15	18	10	46	12
16–20	82	45	180	48
21–25	33	18	90	23
26–35	18	10	23	6
36–40	3	2	5	1
Totals	**182**		**384**	

Hours per Week	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
1–5	9	7	5	5	8	3	5	2
6–10	12	9	2	2	17	6	10	5
11–15	10	7	8	9	21	8	25	12
16–20	46	34	36	39	93	33	87	40
21–25	14	10	19	20	53	19	37	17
26–30	30	22	16	17	68	25	41	19
31–35	12	9	6	6	14	5	9	4
36–40	2	1	1	1	2	1	3	1
Totals	**135**		**93**		**276**		**217**	

Question 21: Did you participate in any school organizations, clubs, sports or activities?
(See Questions 21A, B and C for more specific information about extracurricular activities).

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	15	4	12	4	22	5	47	12
No	317	96	272	96	412	95	330	88
Totals	**332**		**284**		**434**		**377**	

Question 21A: Clubs?

	Dropouts		Graduates	
	N	%	N	%
Yes	28	5	143	18
No	587	95	668	82
Totals	**615**		**811**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	12	4	16	6	60	14	83	22
No	320	96	267	94	374	86	294	78
Totals	**332**		**283**		**434**		**377**	

Question 21B: Sports?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
Yes	130	21	294	36
No	486	79	517	64
Totals	**616**		**811**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Yes	89	27	41	14	195	45	99	26
No	243	73	243	86	239	55	278	74
Totals	**332**		**284**		**434**		**377**	

Question 21C: Activities?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
Yes	44	7	170	21
No	571	93	641	79
Totals	**615**		**811**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Yes	13	4	31	11	64	15	106	28
No	319	96	252	89	370	85	271	72
Totals	**332**		**283**		**434**		**377**	

Question 22: Did you participate in any activities outside of school? For example, clubs, church groups, sports, skill or hobby groups?

Question 22A: Church?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
Yes	56	9	155	19
No	559	91	656	81
Totals	**615**		**811**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	31	9	25	9	62	14	93	25
No	301	91	258	91	372	86	284	75
Totals	**332**		**283**		**434**		**377**	

Question 22B: Clubs?

	Dropouts		Graduates	
	N	%	N	%
Yes	26	4	46	6
No	589	96	764	94
Totals	**615**		**810**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	15	5	11	4	23	5	23	6
No	317	95	272	96	410	95	354	94
Totals	**332**		**283**		**433**		**377**	

Question 22C: Sports?

	Dropouts		Graduates	
	N	%	N	%
Yes	110	18	119	15
No	504	82	691	85
Totals	**614**		**810**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	75	23	35	12	82	19	37	10
No	256	77	248	88	351	81	340	90
Totals	**331**		**283**		**433**		**377**	

Question 22D: Activities?

	Dropouts		Graduates	
	N	%	N	%
Yes	51	8	92	11
No	565	92	718	89
Totals	**616**		**810**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	28	8	23	8	44	10	48	13
No	304	92	261	92	389	90	329	87
Totals	**332**		**284**		**433**		**377**	

Question 23: Were most of your friends going to school?

	Dropouts		Graduates	
	N	%	N	%
Yes	455	85	697	94
No	75	14	43	6
Both	4	1	0	0
Totals	**534**		**740**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	250	87	205	82	375	94	322	94
No	36	13	39	16	24	6	19	6
Both	0	0	4	2	0	0	0	0
Totals	**286**		**248**		**399**		**341**	

Question 24: Did any of your close friends leave school before graduating?

	Dropouts		Graduates	
	N	%	N	%
Yes	356	59	337	42
No	251	41	471	58
Totals	**607**		**808**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	196	60	160	57	180	42	157	42
No	131	40	120	43	251	58	220	58
Totals	**327**		**280**		**431**		**377**	

Question 25: Did your group of friends encourage you to:

	Dropouts		Graduates	
	N	%	N	%
Drop Out?	12	5	3	1
Stay in School?	222	95	320	99
Totals	**234**		**323**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Drop Out?	7	6	5	4	2	1	1	1
Stay in School?	108	94	114	96	173	99	147	99
Totals	**115**		**119**		**175**		**148**	

Question 26: How often did other students put you down or make you feel small?

	Dropouts		Graduates	
	N	%	N	%
Never	306	50	419	52
Seldom	160	26	212	26
Sometimes	93	15	125	15
Often	53	9	51	6
Totals	**612**		**807**	

Question 26 (cont.):

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Never	168	51	138	49	224	52	195	52
Seldom	75	23	85	30	122	28	90	24
Sometimes	56	17	37	13	58	13	67	18
Often	31	9	22	8	27	6	24	6
Totals	**330**		**282**		**431**		**376**	

Question 27: How often did you feel other students liked and accepted you?

	Dropouts		Graduates	
	N	%	N	%
Never	22	4	37	5
Seldom	56	9	56	7
Sometimes	146	24	148	18
Often	378	63	565	70
Totals	**602**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Never	14	4	8	3	24	5	13	3
Seldom	27	8	29	11	33	8	23	6
Sometimes	79	24	67	24	77	18	71	19
Often	206	63	172	62	297	69	268	71
Totals	**326**		**276**		**431**		**375**	

Question 28: How interesting would you say school was for you?

	Dropouts		Graduates	
	N	%	N	%
Very Interesting	139	23	261	32
Slightly Interesting	229	37	393	49
Rarely Interesting	156	26	123	15
Never Interesting	86	14	29	4
Totals	**610**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very Interesting	74	22	65	23	137	32	124	33
Slightly Interesting	124	38	105	37	214	49	179	48
Rarely Interesting	91	28	65	23	63	15	60	16
Never Interesting	40	12	46	16	19	4	10	3
Totals	**329**		**281**		**433**		**373**	

Question 29: How easy or difficult did your school work seem to you?

	Dropouts		Graduates	
	N	%	N	%
Very Easy	126	26	123	22
Fairly Easy	120	24	181	33
About Right	134	27	162	29
Somewhat Difficult	86	17	75	14
Very Difficult	26	5	12	2
Totals	**492**		**553**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very Easy	73	28	53	23	80	26	43	17
Fairly Easy	63	24	57	24	86	28	95	38
About Right	64	25	70	30	93	31	69	28
Somewhat Difficult	46	18	40	17	38	13	37	15
Very Difficult	13	5	13	6	6	2	6	2
Totals	**259**		**233**		**303**		**250**	

Question 30: Who decided which courses you would take?

	Dropouts		Graduates	
	N	%	N	%
Counselor	156	26	84	11
Family	12	2	10	1
Self	267	44	538	68
Counselor & Self	123	20	98	12
Family & Self	9	1	29	4
Friend	13	2	10	1
Teacher	13	2	4	1
Other	9	1	19	2
Totals	**602**		**792**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Counselor	86	26	70	25	41	10	43	12
Family	7	2	5	2	6	1	4	1
Self	131	40	136	49	292	69	246	67
Counselor & Self	71	22	52	19	51	12	47	13
Family & Self	5	2	4	1	16	4	13	4
Friend	9	3	4	1	6	1	4	1
Teacher	9	3	4	1	3	1	1	<1
Other	6	2	3	1	10	2	9	2
Totals	**324**		**278**		**425**		**367**	

Question 31: In making career choices, what kinds of options did your counselor suggest for you?

	Dropouts		Graduates	
	N	%	N	%
Military	8	4	10	1
ROP	24	12	14	2
Secretary	8	4	7	1
Skilled Labor	59	30	59	7
Medicine	16	8	18	2
Business	25	13	30	4
Agriculture	3	2	0	0
Technical School	15	8	19	2
Engineering	6	3	11	1
College	32	16	641	79
Totals	***196**		**809**	

*Note small number of responses from dropouts.

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Military	8	7	0	0	8	2	2	<1
ROP	16	14	8	10	8	2	6	2
Secretary	1	1	7	9	1	<1	6	2
Skilled Labor	44	39	15	18	34	8	25	6
Medicine	3	3	13	16	6	1	12	3
Business	6	5	19	23	12	3	18	5
Agriculture	1	1	2	2	0	0	0	0
Technical School	11	10	4	5	12	3	7	2
Engineering	5	4	1	1	11	2	0	0
College	19	16	13	16	342	79	299	80
Totals	**114**		**82**		**434**		**375**	

Question 32: At the time, did you agree with his or her suggestions?

	Dropouts		Graduates	
	N	%	N	%
Yes	180	74	302	64
No	63	26	173	36
Totals	**243**		**475**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	103	73	77	76	162	61	140	67
No	39	27	24	24	103	39	70	33
Totals	**142**		**101**		**265**		**210**	

Question 33: At this time, how relevant do you think those suggestions were for you?

	Dropouts		Graduates	
	N	%	N	%
Very	103	43	153	33
Fairly	50	20	105	22
Somewhat	36	15	64	14
Not At All	53	22	145	31
Totals	**242**		**467**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very	59	41	44	44	79	31	74	35
Fairly	30	21	20	20	64	25	41	19
Somewhat	21	15	15	15	32	12	32	15
Not At All	32	23	21	21	81	32	64	30
Totals	**142**		**100**		**256**		**211**	

Question 34: How much do you feel your teachers cared about your success in school? Would you say they cared:

	Dropouts		Graduates	
	N	**%**	**N**	**%**
A Great Deal	181	31	305	38
Some	285	49	442	55
Not At All	119	20	57	7
Totals	**585**		**804**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
A Great Deal	94	30	87	32	156	36	149	40
Some	162	52	123	45	253	59	189	50
Not At All	56	18	63	23	20	5	37	10
Totals	**312**		**273**		**429**		**375**	

Question 35: How often did your teachers give you the help you needed?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
Almost Always	300	50	451	56
Sometimes	191	31	271	34
Not Very Often	85	14	60	7
Not At All	29	5	22	3
Totals	**605**		**804**	

Question 35 (cont.):

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Almost Always	171	52	129	47	241	56	210	56
Sometimes	100	30	91	33	147	34	124	33
Not Very Often	40	12	45	16	31	7	29	8
Not At All	17	5	12	4	10	2	12	3
Totals	**328**		**277**		**429**		**375**	

Question 36: How able were you to keep up with your schoolwork?

	Dropouts		Graduates	
	N	%	N	%
Very Able	209	34	395	49
Fairly Able	277	45	367	45
Not Very Able	92	15	40	5
Not At All	30	5	7	1
Totals	**608**		**809**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very Able	111	34	98	35	212	49	183	48
Fairly Able	149	45	128	46	191	44	176	47
Not Very Able	55	17	37	13	25	6	15	4
Not At All	14	4	16	6	4	1	3	1
Totals	**329**		**279**		**432**		**377**	

Question 37: How relevant did you feel what you learned in school was to everyday life?

	Dropouts		Graduates	
	N	%	N	%
Very	123	20	158	19
Somewhat	247	41	452	56
Very Little	234	39	199	25
Totals	**604**		**809**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very	70	21	53	19	81	19	77	19
Somewhat	126	39	121	44	238	55	214	57
Very Little	131	40	103	37	113	26	86	23
Totals	**327**		**277**		**432**		**377**	

Question 38: How often did your teachers praise and encourage you?

	Dropouts		Graduates	
	N	%	N	%
Never	69	11	46	6
Seldom	152	25	165	20
Once In A while	210	34	381	47
Often	177	29	216	27
Totals	**608**		**808**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Never	36	11	33	12	26	6	20	5
Seldom	79	24	73	26	86	20	79	21
Once In A while	117	36	93	33	215	50	166	44
Often	95	29	82	29	105	24	111	30
Totals	**327**		**281**		**432**		**376**	

Question 39: How often did your teachers insult you or put you down?

	Dropouts		Graduates	
	N	%	N	%
Never	349	57	530	65
Seldom	122	20	137	17
Once In A while	103	17	124	15
Often	39	6	18	2
Totals	**613**		**809**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Never	181	55	168	59	270	62	260	69
Seldom	72	22	50	18	75	17	62	16
Once In A while	52	16	51	18	80	19	44	12
Often	24	7	15	5	7	2	11	3
Totals	**329**		**284**		**432**		**377**	

Question 40: How much of a problem was transportation to school for you?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
No Problem	430	70	661	82
Sometimes A Problem	99	16	105	13
Always A Problem	81	13	40	5
Totals	**610**		**806**	

Question 40 (cont.):

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
No Problem	249	75	181	65	360	83	301	80
Sometimes A Problem	43	13	56	20	47	11	58	15
Always A Problem	38	12	43	15	24	6	16	4
Totals	**330**		**80**		**431**		**375**	

Question 41: On a scale of one to five, summarize your feelings about your school experience with one being the worst overall experience you could have and five being the best overall experience you could have. ***Note: Some students assigned scores greater than 5.***

Rating (1=worst; 5=best)	Dropouts		Graduates	
	N	**%**	**N**	**%**
1	42	7	16	2
2	118	19	47	6
3	230	38	224	28
4	147	24	343	42
5	66	11	170	21
6	1	<1	1	<1
Greater than 6	0	0	9	1
Totals	**604**		**810**	
Mean Response	3.13		3.79	

	Dropouts				Graduates			
Rating (1=worst; 5=best)	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
1	16	5	26	9	7	2	9	2
2	70	22	48	17	20	5	27	7
3	121	37	109	39	119	27	105	28
4	79	24	68	24	191	44	152	40
5	38	12	28	10	90	21	80	21
6	1	<1	0	0	1	<1	0	0
Greater than 6	0	0	0	0	5	1	4	1
Totals	**325**		**279**		**433**		**377**	
Mean Response	3.17		3.08		3.83		3.75	

Question 42: Did you get married while in high school?

	Dropouts		Graduates	
	N	%	N	%
Yes	16	3	18	2
No	592	97	778	98
Totals	**608**		**796**	

Question 42 (cont.):

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	1	<1	15	5	5	1	13	3
No	328	>99	264	95	418	99	360	97
Totals	**329**		**279**		**423**		**373**	

Question 43: Did you become pregnant while you were in school?

	Female Dropouts		Female Graduates	
	N	%	N	%
Yes	64	23	21	7
No	213	77	269	93
Totals	**277**		**290**	

Question 44: Did you have a child, or father a child while you were in school?

	Dropouts		Graduates	
	N	%	N	%
Yes	42	7	15	2
No	365	60	394	49\
No Response	199	33	400	49
Totals	**606**		**809**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	16	5	26	9	8	2	7	2
No	302	92	63	23	358	83	36	10
No Response	11	3	188	68	66	15	334	89
Totals	329		277		432		377	

Note small number of responses from female students. Due to the small number of responses, Questions 45, 46 and 47 are not discussed.

Question 45: How difficult was it to find babysitting services so that you could attend school?

	Female Dropouts		Female Graduates	
	N	%	N	%
Very Difficult	7	24	2	25
Somewhat Difficult	3	10	0	0
Not At All Difficult	19	66	6	75
Totals	**29**		**8**	

Question 46: How satisfied were you with the babysitting services that you had?

	Female Dropouts		Female Graduates	
	N	%	N	%
Very Acceptable	14	56	5	83
Somewhat Acceptable	9	36	1	17
Not At All Acceptable	2	8	0	0
Totals	**25**		**6**	

Question 47: Did you have enough energy to care for your child and stay in school?

	Female Dropouts		Female Graduates	
	N	**%**	**N**	**%**
Generally	10	63	7	100
Seldom	4	25	0	0
Never	2	13	0	0
Totals	**16**		**7**	

Question 48A: Were you ever held over or retained in school?

	Dropouts		Graduates	
	N	**%**	**N**	**%**
Yes	228	38	86	11
No	376	62	717	89
Totals	**604**		**803**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Yes	147	45	81	29	59	14	27	7
No	181	55	195	71	371	86	346	93
Totals	**328**		**276**		**430**		**373**	

Question 48B: When were you held back?

Grade	Dropouts		Graduates	
	N	**%**	**N**	**%**
K	9	4	6	9
1	17	8	7	10
2	13	6	7	10
3	9	4	7	10
4	4	2	4	6
5	5	2	3	4
6	11	5	4	6
7	16	8	2	3
8	19	9	6	9
9	39	19	6	9
10	35	17	6	9
11	26	13	4	6
12	4	2	7	10
Totals	**207**		**69**	

Grade	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
K	5	4	4	5	4	8	2	10
1	7	5	10	13	5	10	2	10
2	6	5	7	9	6	12	1	5
3	4	3	5	6	4	8	3	15
4	3	2	1	1	3	6	1	5
5	4	3	1	1	2	4	1	5
6	4	3	7	9	3	6	1	5
7	12	9	4	5	2	4	0	0
8	14	11	5	6	5	10	1	5
9	28	22	11	14	5	10	1	5
10	21	16	14	18	4	8	2	10
11	17	13	9	12	2	4	2	10
12	4	3	0	0	4	8	3	15
Totals	**129**		**78**		**49**		**20**	

Question 49A: Were you ever suspended from school?

	Dropouts		Graduates	
	N	%	N	%
Yes	352	58	189	23
No	260	42	616	77
Totals	**612**		**805**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	241	73	111	40	142	33	47	12
No	90	27	170	60	286	67	330	88
Totals	**331**		**281**		**428**		**377**	

Question 49B: Why were you suspended from school?
Need Codebook

Question 50A: Were you ever expelled from school?

	Dropouts		Graduates	
	N	%	N	%
Yes	159	26	27	3
No	450	74	778	97
Totals	**609**		**805**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Yes	112	34	47	17	14	3	13	3
No	217	66	233	83	414	97	364	97
Totals	**329**		**280**		**428**		**377**	

Question 50B: Why were you expelled from school?
Need Codebook

Question 51: In the months prior to your leaving school, how stressful was your home life?

	Dropouts		Graduates	
	N	%	N	%
Very Stressful	244	40	142	18
Somewhat Stressful	142	23	203	25
Not Particularly Stressful	104	17	218	27
Not At All Stressful	121	20	243	30
Totals	**611**		**806**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Very Stressful	114	34	130	46	66	15	76	20
Somewhat Stressful	76	23	66	23	105	24	98	26
Not Particularly Stressful	62	19	42	15	128	30	90	24
Not At All Stressful	78	24	43	15	131	30	112	30
Totals	**330**		**281**		**430**		**376**	

Question 52: In the months prior to your leaving school, to what degree did you use alcohol?

	Dropouts		Graduates	
	N	%	N	%
Daily	34	6	25	3
Sometimes	170	28	215	27
Rarely	101	16	214	26
Never	307	50	353	44
Totals	612		807	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Daily	15	4	19	7	17	4	8	2
Sometimes	103	31	67	24	133	31	82	22
Rarely	63	19	38	13	119	28	95	25
Never	149	45	158	56	162	37	191	51
Totals	**330**		**282**		**431**		**376**	

Question 53: In the months prior to your leaving school, to what degree did you use drugs?

	Dropouts		Graduates	
	N	%	N	%
Daily	103	17	35	4
Sometimes	110	18	59	7
Rarely	78	13	9	10
Never	320	52	628	78
Totals	**611**		**801**	

	Dropouts				Graduates			
	Males		Females		Males		Females	
	N	%	N	%	N	%	N	%
Daily	60	18	43	15	23	5	12	3
Sometimes	60	18	50	18	28	7	31	8
Rarely	50	15	28	10	53	12	26	7
Never	159	48	161	57	323	76	305	82
Totals	**329**		**282**		**427**		**374**	

Appendix E

Technical Report of Discriminant Analysis

Discriminant Analyses

Discriminant analysis is a technique used to specify which variables distinguish most strongly between two or more groups. Providing standard statistics to summarize the extent and statistical significance of discrimination between groups, discriminant analysis also provides estimates of the extent to which specific variables distinguish criterion groups after taking all other variables into account.

Stepwise multivariate discriminant analysis was used to discern which variables were "most important" in distinguishing between students who graduated and those who dropped out. Beginning with the predictor variable which distinguishes graduates from dropouts most accurately (consistently), the statistical algorithm then adds the predictor variable which distinguishes graduates from dropouts next most accurately until minimal statistical enhancement of accuracy is attained. At that point, a predication equation is formed from all predictors which meet criteria for inclusion.

A prediction equation, called a discriminant function, is used to predict each subject's status as a "drop" or "graduate." The results can then be assessed by comparison to known status of subjects based on random assignment, by chance alone (in this case the percentage who graduate). Standardized canonical coefficients in the equations can also be used analogously to standardized regression coefficients to estimate the relative strength of each predictor in determining dropout status once other predictors have been controlled. Finally, a canonical correlation coefficient analogous to multiple R can be used to assess the overall strength of discrimination by all predictors. Three analyses were executed involving three groups: 1) all subjects, 2) males only, and 3) females only. Additional analyses included groups defined by: 1) race-ethnicity (Hispanic, White, Black, Asian); 2) gender (male, female); and 3) race and gender combined.

All Subjects: Factors that Distinguish Graduates and Dropouts

All continuous variables were included in a stepwise discriminant analysis with graduation status (dropout/graduate) as the criterion variable. A preliminary discriminant analysis was implemented for all variables for all subjects in the study. Additional analyses were then executed which included all variables found to be statistically significant discriminators between dropouts and graduates. These second analyses included gender (a primary variable of interest) and employment, two variables which were not significant by the criteria used in the first analysis. The second, refined analyses are reported for purposes of analysis. These analyses account for nearly all the variation in predicting dropout/graduate status.

All Subjects. Discriminant statistics for all subjects are reported in Table 1. Of the 1548 subjects included in interviewing, 453 were eliminated from the analysis due to data missing on one or more variables. This left a total of 673 graduates and 422 dropouts for analysis. Variables in the table are ordered from the most important to least important in discriminating between dropouts and graduates according to relative contributions in reducing Wilks' Lambda (a statistic analogous to $1-R^2$, variation unexplained).

When all subjects are considered, keeping up with schoolwork is the single most important predictor of graduating. Those who said they fell behind were more likely to drop out, once all other variables were controlled. The second most important variable in discriminating between those who dropped out and those who graduated was grade point average. Residing in a home with two adults (mother-father-step parent) enters the equation third. The Wilks' Lambda in Table 1 indicates that 75 percent of the variation in dropout status is left unexplained after falling behind due to absences is taken into account, 66 percent is left unexplained when both grade point and falling behind are considered, and 63 percent is left unexplained after grade point, falling behind, and family are considered together.

Each variable is highly correlated with dropping out when predictors are considered collectively, as reflected in the standardized canonical discriminant coefficients. Thus, falling behind in school, having a low grade point average, and living in single parent homes are the best single predictors of dropping out of school after all other characteristics are taken into account. Together, falling behind, low grade point average, and family account for approximately 37 percent of the variation in dropping out of school.

Table 1. Discriminant Analysis for all Subjects (Dropout vs. Graduation)

Predictor to Graduate	Wilks' Lambda	Standardized Canonical Coefficient	r
Not falling behind in schoolwork due to absences	.75	.44***	-.47
High grade point average	.66	.35***	-.47
Two adult parents/guardians home	.63	-.19***	.23
Being expelled	.61	.16***	-.32
Being retained	.60	.16***	-.31
Having a child	.58	.20***	-.12
Positive feelings toward school	.57	.16***	-.30
Using alcohol	.56	-.28***	-.00NS
Being suspended	.55	.20***	-.33
Using drugs while in school	.55	.19***	-.30
Large number of siblings	.54	-.16***	.15
Self-confidence	.53	-.17***	.24
Number of different schools attended	.53	-.15***	.23
Transportation problems	.53	-.10**	.15
Not participating in school sports and activities	.52	-.09**	.16
Not doing homework regularly	.52	.08*	.18
Parents knowing whereabouts most of the time	.52	-.08*	.24
Frequency teachers insult you	.52	.08*	.10
Most friends not going to school	.52	-.06*	-.16
Unable to keep up with school work	.52	.07	.22
Not participating in church activities	.52	-.06	.13
Not having a job	.52	.05	-.01NS
Perception that teachers care	.52	-.06	.16
Not participating in school clubs	.52	-.05	.21

Rao's V for function = 1026.94, p<.001. The discriminant function predicted 84.3 percent of cases correctly, an improvement of 23.2 percent from the priori correct prediction rate of 61.1 percent. Column in Table labeled r is the zero-order product moment correlation between dropout status and the predictor variable.

* p<.05 contribution of variable to reduction in Wilks' Lambda by adding predictor to the discriminant function.

** p<.01 contribution of variable to reduction in Wilks' Lambda by adding predictor to the discriminant function.

*** p<.001 contribution of variable to reduction in Wilks' Lambda.

Data in Table 1 also describe other variables which are significantly related to dropping out of school in order of statistical importance as determined by reduction in Wilks' Lambda. Student histories of expulsion, retention, suspension, having a child, and negative feelings toward school each contributed significantly to distinguishing between graduates and dropouts. Reported use of alcohol, suspensions, and use of illicit narcotics are significantly associated with dropping out, as are large number of siblings, low self confidence immediately prior to leaving school, and large number of different schools attended.

The extent to which transportation to school is a problem, non-participation in school sports, not doing homework regularly, and the perception that parents know where children are most of the time were also significant predictors of dropping out. The perception that teachers sometimes insulted them, most of one's friends were not going to school, inability to keep up with school work, and non-participation in church activities were lesser predictors of dropping out. Reported having employment, perception that teachers care, and non-participation in school clubs were also related to dropout status. The last five predictors cited did not, however, contribute significantly to an additional increase in the accuracy of overall classification.

Standardized canonical discriminant function coefficients indicate the extent to which each variable is correlated with the criterion variable once other independent (or predictor) variables are controlled. Thus, the canonical coefficients are analogous to standardized regression coefficients in multiple regression analysis. The coefficients may be interpreted as the partial association between an independent variable and dropping out/graduation which is statistically independent of all other variables in the equation.

Keeping up with school work due to systematic attendance in school and grade point average, for instance, are the most important in discriminating between dropouts and graduates, once all other variables have been taken into account. Also important were reported use of alcohol, having a child, and having been suspended. It is likely that the relationships among predictors included in the function obscures the partial relationships of many predictors as indicated by the canonical coefficients, since the relationships between lesser related variables and more strongly related variables are already taken into account by variables entered into the equation in prior steps.

Individual associations between predictor variables and dropout status is given in Table 1 by product-moment correlation, r. In most instance, the r's parallel Wilks' Lambda and canonical coefficients. But exceptions also appear, suggesting associations between a specific predictor variable with a low Wilks' Lambda and othe predictor variables already in the equation. Low participation in clubs and church, activities, perception that teachers care, ability to keep up with school work, friends not going to school, parents knowledge of student's whereabouts, and doing homework regularly have relatively high correlations with dropout status. Similarly, reported use of alcohol is an important "additional" predictor of dropping out of school in association with other predictors which precede it in the discriminant function, but is not by itself significantly associated with dropout status.

Gender and Race-Ethnicity: Factors which Discriminate Graduates and Dropouts

Gender. According to statistics in Table 2, low grade point average and falling behind in school work are the most important two predictors of dropping out of school among both males and females. The two predictors account for about 38 percent of the variation in dropping out among males and about 26 percent among females. Reports of having a child, use of illicit drugs, number of schools attended, and size of family (number of siblings) are the next most important predictors of dropping out among females and account for an additional 18 percent of the variation in dropout status. The next most important predictors of dropping out among males are reports of expulsion, use of alcohol, suspension, and failure to reside with two parents and/or guardians. The four predictors account for an additional eight percent of the variation in dropout status.

Table 2 Discriminant Analyses for Subjects (Dropouts vs. Graduates) Separately by Gender of Student

	MALE				FEMALE			
Predictor to Graduate	Wilks' Lambda	Canonical Coefficient	Entry Order	I	Wilks' Lambda	Canonical Coefficient	Entry Order	I
High grade point average	.72	.49 ***	1	-.51	.68	.28 ***	2	-.42
Not falling behind	.62	.39 ***	2	-.46	.74	.51 ***	1	-.51
Being expelled	.59	.30 ***	3	-.46				
Using alcohol	.57	-.33 ***	4	.03NS	.50	-.21 ***	12	-.03NS
Being suspended	.55	.23 ***	5	-.39				
Two parents/guardians in home	.54	-.19 ***	6	.24	.51	.20 ***	10	-.31
Positive feelings toward school	.53	.21 ***	7	-.30	.49	.13 **	11	.23
Being retained	.52	.19 ***	8	-.35	.53	.20 ***	15	-.29
Not doing homework regularly	.51	.14 **	9	.22				
Using drugs	.51	.14 *	10	-.31	.60	.25 ***	9	-.29
Having stressful homelife	.51	-.12 *	11	-.20	.48	.08	17	-.28
Self-confidence	.51	-.12 *	12	.26	.54	-.20 ***	8	.24
Large number of siblings	.50	-.09 *	13	.12	.56	-.23 ***	6	.18
Frequence teachers insult you	.50	.10 *	14	.09				
Parents know whereabouts	.50	-.10 *	15	.25				
Not participating in school sports	.50	-.09	16	.19				
Having job while in school	.50	.07	17	-.04NS				
Doing homework regularly	.50	.07	18	.18	.48	.10	18	.19
Having a child					.63	.24 ***	3	-.17
Large number of schools attended					.59	-.24 ***	5	.23
Becoming pregnant					.48	.14 ***	16	.-
Transportation problems					.55	-.17 ***	7	.21
Church participation					.50	-.18 ***	13	.20
Most friends in school					.49	-.15 ***	14	.18
Most friends not going to school					.48	-.11 *	16	-.15
Percent Correctly Predictable/ Percent a priori		85%/60%				86%/60%		
Canonical Correlation		.71				.72		

Characteristics associated with reproduction - reports of having a child - rank third in distinguishing those females who drop out of school from those who do not. Becoming pregnant is also a significant predictor for females even after the effects of having a child have been controlled statistically. Problems with transportation, having a large proportion of friends who go to school, participating in church activities, and having close friends who have left school are all significant predictors of dropout/graduation among females but not among males.

All Subjects	Males	Females
Not falling behind in schoolwork	GPA	Not falling behind in schoolwork
GPA	Not fallin behind in schoolwork	GPA
Two parents/guardians in home	Being expelled	Having a child
Being expelled	Using alcohol	Using drugs
Being retained	Being suspended	Number of schools attended
Having a child	Two parents/guardians in home	Number of siblings

Hispanics	Whites	Blacks	Asians
Not falling behind in schoolwork	GPA	Not falling behind in schoolwork	Not falling behind in schoolwork
GPA	Not falling behind in schoolwork	GPA	Being suspended
Being retained	Being suspended	Being expelled	Having a child
Having a child	Feelings toward school	Two parents/ guardians in home	Friends leave school
Self-confidence	Having a child	Being suspended	Two parents/guardians in home
Two parents/ guardians in home	Two parents/ guardians in home	Friends leave school	Number of schools attended

Figure 1. Strongest Discrimination between Graduates and Dropouts By Selected Groups

Among males, expulsion, reported difficulty in keeping up with school work, perceptions of teacher insults, parents not knowing where students are most of the time, non-participation in sports, and having a job the last year are all predictors of dropping out. Each of these indicators is significantly related to dropping out after other variables have been controlled statistically and the relative influence is in the order listed. Expulsion is relatively most important and reported employment relatively least important as independent predictors of dropping out of school. Alcohol use, reported suspension, living in a single-parents home, being retained, not doing homework regularly, and negative feelings toward school are also predictors of dropping out for both males and females.

The overall efficacy of the predictor variables can be assessed by the extent to which discriminant functions are able to predict whether students drop out of school or graduate. This can be evaluated by comparing dropout probabilities generated statistically with independent knowledge that students have graduated or dropped out. According to Table 2, among males the statistics predict 85 percent of the dropouts/graduates correctly and among females 86 percent are predicted correctly.

Race-ethnicity. Table 3 and Figure 1 report comparable data for discriminant analyses executed separately among the four largest racial-ethnic groups, Hispanic, White including Portuguese, Blacks, and Asians including Pacific Islanders. One overview of these very complex data is provided by inspecting the six predictors most strongly associated with dropout status by discriminant analysis criteria employed above.

Table 3. Discriminant Analysis for ects (Dropouts vs Graduates)
Separately by Race/Ethnicity of Student

	Hispanic				White				Black				Asian			
Predictor to Graduate	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r
Not falling behind	.72	.53 ***	1	-.49	.70	.36 ***	2	-.65	.55	.85 ***	1	-.65	.71	.52 ***	1	-.48
High grade point average	.64	.42 ***	2	-.45	.79	.35 ***	1	-.46	.44	.42 ***	2	-.58				
Being retained	.59	.26 ***	3	-.40	.51	.35 ***	16	-.28	.32	.16 ***	10	-.32				
Having a child	.56	.18 ***	4	-.16	.62	.22 ***	5	-.14					.58	.28 ***	3	-.05NS
Self-confidence	.54	-.25 ***	5	.29					.34	-.26 **	7	.41	.42	-.18	9	.39
Two parents/guardians in home	.52	-.11 ***	6	.23	.60	-.15 ***	6	.22	.38	-.24 **	4	.30	.50	-.39 **	5	.31
Using alcohol	.51	-.17 ***	7	.11	.57	-.35 ***	8	-.02NS								
Not participating in church activities	.50	-.11 **	8	.13												
Using drugs	.49	.09 **	9	-.18	.55	.26 ***	9	.38	.32	-.20 **	9	-.21				
Getting married	.49	.28	10	-.04NS					.31	-.13 *	12	.10NS				
Not participating in clubs	.48	-.32	11	.22									.43	-.29 *	9	.19
Not participating in sports	.48	-.26	12	.20	.51	-.07	19	.17								
Being suspended					.67	.32 ***	3	-.40	.36	.36 **	5	-.34	.64	.47 **	2	-.46
					.64	.26 ***	4	-.32								
Positive feelings toward school					.59	-.23 ***	7	.15	.30	.12 *	14	.10NS				
Large number of siblings					.54	-.18 ***	10	.28					.47	-.30 **	6	.26
Large number of schools attended					.54	-.17 ***	11	.30								
Parents know whereabouts					.53	.18 ***	12	.19								
Doing homework regularly					.52	.16 ***	13	-.37	.39	.35 ***	3	-.32				
Being expelled					.52	.16 ***	14	.11	.31	.15 *	13	.04NS				
Frequence teachers insult you					.52	-.12 **	15	.20								
Most friends in school					.51	.10 *	17	-.04NS								
Transportation problems					.51	-.09 *	18	.14	.31	-.15 *	11	.16				
Close friends leave school									.35	-.22 ***	6	-.09NS	.53	.33 **	4	-.27
Interest in school									.33	.25 **	8	.17				
Keeping up with school work													.45	-.34 **	7	.44
Percent Correctly Predictable/ Percent a priori		83%/61%				85%/59%				89%/59%				84%/65%		
Canonical Correlation		.72				.70				.84				.76		

Falling behind in school work due to absences and living without two parents and/or guardians are two predictor variables consistently among the six most strongest predictors of dropping out of school among each of the four racial ethnic groups. Certain reported discipline problems, suspension, or retention, or expulsion, or some combination, are also associated with dropping out among each group. Low grade point average was also included among the six predictors most closely associated with dropping out among each group except Asians.

Having a child was among the six strongest predictors of dropping out among Hispanics, Whites, and Asians. Reported low self-confidence was one of the six strongest predictors among Hispanics, negative feelings about school among Whites, and large number of schools attended among Asians. Friends leaving school were among the top six predictors among Blacks and Asians.

Detailed associations in Table 3 should be scrutinized for other predictors associated with dropping out of school among each racial-ethnic group. Use of alcohol and illicit drugs, for instance, are important predictors, albeit not among the six strongest statistically.

In terms of overall prediction, 83 percent of Hispanics were classified correctly by the discriminant function (in comparison to an a priori percentage of 54 percent). Comparable percentages for Whites were 85 percent (compared to 61 percent), Blacks 89 percent (compared to 59 percent), and Asians 84 percent (compared to 65 percent). Canonical correlations for the groups are .72 among Hispanics, .70 among Whites, .84 among Blacks, and .76 among Asians.

Race/Ethnicity and Gender. By far the most complex analysis was done to specify the best predictors of dropping out of school among males and females who belong to specific racial/ethnic groups. In one instance, the case of Asian females, it was not possible to replicate other analyses precisely because the number of subjects fell below the number required for robust analyses (a degrees of freedom problem). Statistics are presented in Table 4.

Table 4. Discriminant Analysis for Subjects (Dropouts vs Graduates) Separately by Race/Ethnicity and Gender

Males

	Hispanic				White				Black				Asian			
Predictor to Graduate	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r
Not falling behind in schoolwork	.63	.78***	1	-.53	.57	.31***	4	-.41	.47	.78***	2	-.51				
High grade point average	.54	.57***	2	-.49	.71	.45***	7	-.51	.57	.47***	1	-.66				
Self-confidence	.50	.26***	3	.34												
Stressful homelife	.48	-.22***	4	.07NS					.29	-.19**	10	-.21				
Using alcohol	.46	.17***	5	-.11NS	.60	-.44***	3	.04NS	.32	-.35**	8	.06NS				
Being retained	.44	-.27**	6	-.41	.48	.16**	11	-.30					.43	.62**	4	-.48
Two parents/guardians in home	.43	-.44*	7	.11NS	.48	-.17***	10	.24	.26	-.18*	14	.41	.36	-.32**	7	.35
Not participating in Church activities	.43	-.19*	8	.11NS												
Being suspended	.42	-.30*	9	-.18	.55	.30***	5	-.44	.37	.45**	5	-.44	.66	.56***	1	-.56
Using drugs	.41	-.21*	10	-.22	.47	.15*	14	-.37								
Being expelled					.64	.29***	2	-.44	.41	.50***	3	-.39	.53	.69***	2	-.38
Positive feelings towards school					.53	.24***	6	-.35	.28	.42*	11	-.47				
Parents know whereabouts					.52	-.19***	7	.30	.39	.37**	4	.18NS				
Keeping up school work					.51	.22***	8	.14					.38	-.54*	6	.43
Large number of siblings					.50	-.22***	9	.13	.33	.40*	7	.01NS				
Not participating in sports					.48	-.13*	12	.27								
Frequency teachers insult you					.47	.14*	13	.12								
Transportation problems									.34	-.34*	6	.16NS				
Having a child									.30	-.39**	9	.08NS	.34	-.37*	9	.10NS
Close friends leave school									.27	-.30**	12	-.11NS				
Not participating in clubs									.26	-.18**	13	.25	.33	-.30*	10	.25
Having job while in school													.47	.52**	3	.06NS
Large number of schools attended													.40	.38**	5	.19NS
Doing homework regularly													.35	.29*	8	.12NS
Interest in school													.32	.27*	11	.20NS
Most friends in school																
Becoming pregnant																
Perception that teachers cared																
Getting married																
Percent Correctly Predictable/ Percent a priori		84%/56%				86%/60%				93%/53%				90%/64%		
Canonical Correlation		.76				.73				.86				.83		

Table 4. Discriminant Analysis for Subjects (Dropouts vs Graduates) Separately by Race/Ethnicity and Gender

Females

	Hispanic				White				Black				Asian			
Predictor	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r	Wilks' Lambda	Canonical Coefficient	Entry Order	r
Not falling behind in schoolwork	.79	.30***	1	-.45	.80	.40***	1	-.47	.35	.99***	1	-.79	.71	-.62***	1	-.56
High Grade point average	.56	.38***	4	-.44	.73	.37***	2	-.41								
Self-confidence					.49	-.15*	15	.19	.28	-.47***	3	.32	.39	.30***	4	.52
Stressful homelife	.50	.30***	6	-.24												
Using alcohol	.44	-.28*	11	.08NS	.51	-.22*	12	-.10NS								
Being retained	.60	.39***	3	-.40					.20	.18**	13	-.26				
Two parents/guardians in home	.66	-.27***	2	.34	.48	-.14*	17	.20	.25	-.19***	5	.21				
Not participating in church activities	.46	-.30*	9	.16												
Being suspended					.57	.39***	6	-.37								
Using drugs	.44	.23*	12	-.15	.63	.35***	4	-.39								
Being expelled																
Positive feelings towards school					.55	.22***	7	-.29								
Parents know whereabouts																
Keeping up with school work													.41	.37**	3	.48
Large number of siblings	.43	-.18	13	.12NS	.53	-.22***	9	.17					.46	.76	2	.52
Not participating in sports									.22	-.32**	10	.29				
Frequence teachers insult you	.48	-.20**	7	.20	.51	.15**	11	.10								
Transportation problems					.52	-.20**	10	.20	.26	-.27***	4	.15NS				
Having a child	.52	.44***	5	-.19	.68	.39***	3	-.19								
Close friends leave school	.42	-.18*	14	.12NS	.49	-.16*	15	-.16								
Not participating in clubs	.45	-.18**	10	.29					.23	.20**	8	.09NS				
Job while in school					.50	.15*	13	-.15NS								
Large number of schools attended					.60	-.32***	5	.28	.24	-.25***	6	.16NS				
Do homework regularly	.47	-.22*	8	.30	.54	.21***	8	.16					.35	.29*	8	.12NS
Interest in school									.22	.40*	9	.16NS				
Most friends in school					.49	-.16*	14	.23								
Becoming pregnant									.30	.50***	2	-.31				
Perception that teachers care									.21	-.22**	11	.05NS				
Getting married																
Percent Correctly Predictable/ Percent a priori		88%/53%				85%/61%				92%/61%				97%/67%		
Canonical Correlation		.76				.72				.89				.78		

The six predictors most closely discriminating between dropouts and graduates among the eight analyses within racial/ethnic male and female groups differed considerably from group to group. Among females, for instance, falling behind due to absences was the most important single predictor of dropping out. Retention appeared among Hispanics and suspension among Whites among the six most important predictors of dropping out. Also among the six best predictors were low grade point average and having a child among Hispanics and Whites.

MALES

Hispanic	Whites	Blacks	Asians
Not falling behind in schoolwork	GPA	GPA	Being suspended
GPA	Being expelled	Not falling behind in schoolwork	Being expelled
Self-confidence	Using alcohol	Being expelled	Having job in school
Stressful home	Not falling behind in schoolwork	Parents know whereabouts	Being retained
Using alcohol	Being suspended	Being suspended	Number of different schools attended
Being retained	Feelings towards school	Feelings towards school	Keeping up with school work

FEMALES

Hispanic	Whites	Blacks	Asians
Not falling behind in schoolwork	Not falling behind in schoolwork	Not falling behind in schoolwork	Not falling behind in schoolwork
Two parents/ guardians in home	GPA	Become pregnant	Large number siblings
Being retained	Having a child	Self-confidence	Keeping up with schoolwork
GPA	Using drugs	Transportation problems	Self-confidence
Having a child	Large number of schools attended	Two parent/guardians in home	
Stressful home	Being suspended	Large number of schools attended	

Figure 2. Six Strongest Discriminators between Graduates and Dropouts By Selected Racial/Ethnic and Gender Groups

NOTE:

A list of potential predictors were collapsed to four variables due to a degree of freedom problem in analysis. Thus, female Asians should not be compared in precise terms to other groups in this figure.

Among Hispanics dropout status was also associated with living in a stressful home situation and living in a single parent home. Use of illicit drugs was included in the six most important predictors of dropping out among Whites, but not any other group. Number of different schools attended was among the most important predictors among Whites and Blacks. Becoming pregnant and transportation problems were important predictors among Black females. Low self-confidence was included in the list of six most important predictors among Black and Asian females.

Among Asian females, large number of siblings and problems in keeping up with school work were among the most important predictors, although the list of possible predictor variables was limited to predictors with statistically significant correlations with dropout status. Since only four predictor variables were significantly correlated with dropping out, the discriminant interpretation is problematic and should not be over-interpreted.

Among males, a very similar pattern of variables emerged as important predictors. What might be interpreted as disciplinary problem indicators, e.g., suspension, expulsion, retention, alcohol, were more important than among females and indicators of reproduction, e.g., pregnancy, having a child, less important than among females. Retention, expulsion, suspension, or some combination, appeared among the six predictor variables most closely associated with dropping out of school among each racial/ethnic group of males.

Low grade point average and falling behind in school work due to absences were also among the six "best" predictors of dropout status among Hispanics, Whites, and Blacks, but not Asians. Self-confidence and a stressful home were associated with dropping out among male Hispanics, while parents not knowing the location of a person was associated with dropping out among Blacks, and having a job while in school and number of different schools attended were associated with dropping out among White and Black males.

Discriminant functions among each racial-ethnic group of males and females perform relatively well in accurately predicting dropout status, according to statistics summarized in Table 4. Among male Hispanics, for instance, function predicts 84 percent correctly (a priori percentage 56 percent). Comparable data for male Whites were 86 percent (60 percent), for male Blacks 93 percent (58 percent), for male Asians 90 percent (64 percent), for female Hispanics 88 percent (53 percent), for female Whites 85 percent (61 percent), for Black females 92 percent (61 percent), and for female Asians 97 percent (67 percent).

Respective canonical correlations for the respective groups are .76, .73,.86, .83, .76, .72, .89, and .78.

Some Selected Thoughts on Discriminant Analyses

Data summarized in Table 4 and Figure 2, analyses among racial-ethnic groups separately by gender, are extremely complex. Variables which predict dropping out of school vary among groups to considerable extent. The data also present complex policy issues. Clearly, little can be done by school policy on some issues, e.g., number of parents and/or guardians living with students.

Policies might be developed to deal with other problems and yet solutions are not clear, e.g., use of alcohol, illicit drugs, and other disciplinary concerns. In yet other areas, policies might deal with problems but might pose other concerns political or budgetary, e.g., having a child, pregnancy, transportation problems.

It is also hazardous to assume the direction of causality in many instances: are discipline problems, grade point average, and falling behind in school causes of dropping out or are these items associated with dropping out because all are related to yet other variables not measured in this study. In other words, does the situation which leads to dropping out also predispose students to discipline problems, low grades, and falling behind in school? It may be, for instance, that harsh grading and discipline policies drive students out who might otherwise graduate; or, that just the reverse occurs. In either case, grades and discipline would be associated with dropping out of school.

Appendix F

Nurses/Counselors Survey

Appendix F

San Diego Unified School District
Community Relations and Integration Services Division
Women-at-Risk Project

Secondary Nurses and Counselors Survey

Community Relations and Integration Services Division is currently conducting a study funded by a Women's Educational Equity Act (WEEA) grant. This study, entitled Women-at-Risk, will develop a predictive model to identify potential female dropouts by ethnicity. The project entails a comprehensive review of the literature, an analysis of demographic information on 1985–1986 and 1986–1987 district dropouts and graduates, an extensive survey of these same dropouts and graduates, and a questionnaire for secondary site and district counselors and nurses detailing their insights on potential dropouts.

This survey was designed with the help and suggestions from a committee of counselors and nurses to obtain the opinions of individuals who deal regularly with actual and potential female dropouts. It will be given to all secondary level counselors and nurses.

We are requesting your participation in this survey. We hope that you will take a few minutes to carefully complete this 49-item questionnaire. Please try to respond to each item, but feel free to omit responses to items inappropriate to your situation or items which you do not wish to answer. If you have any questions concerning the survey or the project itself, please call me at 293-8300. Thank you for your cooperation.

RETURN YOUR ANSWER SHEET IN THE ENVELOPE PROVIDED (VIA SCHOOL MAIL) NO LATER THAN MAY 27, 1988, TO:

JAYNE BURCHARD
COMMUNITY RELATIONS AND INTEGRATION SERVICES DIVISION
EDUCATION CENTER, ROOM 2220

San Diego Unified School District
Community Relations and Integration Services Division
Women-at-Risk Project

Secondary Nurses and Counselors Survey

DIRECTIONS F0R COMPLETING SURVEY

1. Do not put your name on this survey or answer sheet.

2. In the section of the green and white answer sheet labeled "IDENTIFICATION," enter in the **first** block the number from below which best identifies your school site level. Using a number 2 pencil, darken the corresponding numbered circle directly beneath the first block.

   0 = Middle School
   1 = Jr. High School
   2 = High School
   3 = Alternative School

3. In the **second** block of the area labeled "IDENTIFICATION," enter the number from below which identifies your position at the school site. Please darken the corresponding numbered circle.

   0 = Head Counselor
   1 = Site Counselor
   2 = District Counselor
   3 = Nurse

4. In the **third and fourth** blocks of the area marked "IDENTIFICATION," enter the number of years you have been at your current school level. Then darken the corresponding circles following the examples below.

Example: 2 years = 02
9 years = 09
10 years =10

5. In the **fifth** block of the area labeled "IDENTIFICATION," enter the number below which best identifies your racial/ethnic background. Darken the corresponding circle.

   0 = Hispanic
   1 = White
   2 = Black
   3 = Asian
   4 = American Indian/Alaskan Native
   5 = Pacific Islander
   6 = Portuguese
   7 = Filipino
   8 = Indochinese

6. In the **sixth** block, enter the number which indicates your gender. Darken the corresponding circle.

   0 = Male
   1 = Female

7. Skip any questions that you cannot answer or that do not apply to you.

8. Use the blank space to the left of the machine-scored responses on the front and back of the answer sheet to make any comments. If the comment refers to a particular question, please write the number of the question next to the comment.

Secondary Nurses and Counselors Survey

This survey is designed to elicit your perceptions of the factors which contribute to females dropping out of school prior to graduation. Mark all answers on the answer sheet corresponding to question number and response option.

INDICATE YOUR RESPONSE BY CHOOSING THE NUMBER 1 TO 5 ON THE ANSWER SHEET WHICH BEST EXPRESSES YOUR OPINION.

How important are the following factors in contributing to female students dropping out of school?

Major Factor		**Minor Factor**		**Not A Factor**
1	**2**	**3**	**4**	**5**

(Fill in the bubble corresponding to your response for each factor.)

Please be specific in your thinking toward female students only.

Issues outside of school as factors

	Major Factor		Minor Factor		Not A Factor
Pregnancy and motherhood					
1. pregnancy	1	2	3	4	5
2. stress of teen motherhood	1	2	3	4	5
3. child-care difficulties	1	2	3	4	5
4. inaccessibility of teen parenting programs	1	2	3	4	5
Drugs or alcohol					
5. student's use of drugs	1	2	3	4	5
6. student's use of alcohol	1	2	3	4	5
7. alcohol abuse in family	1	2	3	4	5
8. drug abuse in family	1	2	3	4	5
9. student involvement in drug sales	1	2	3	4	5
Family					
10. single-parent homes	1	2	3	4	5
11. low family income	1	2	3	4	5
12. lack of parental responsibility	1	2	3	4	5
13. homelessness	1	2	3	4	5
14. physical abuse in home	1	2	3	4	5
15. mental abuse in home	1	2	3	4	5
16. need to support family financially	1	2	3	4	5

Additional issues related to student behaviors and health					
17. working more than 20 hours per week	1	2	3	4	5
18. lack of personal responsibility	1	2	3	4	5
19. chronic health problems	1	2	3	4	5
20. low self-esteem	1	2	3	4	5
21 involvement with older boyfriends (over 18)	1	2	3	4	5

School-related factors

	Major Factor		Minor Factor		Not A Factor
Grades and coursework					
22. low academic achievement	1	2	3	4	5
23. being overage for grade level	1	2	3	4	5
24. sudden drop in grades	1	2	3	4	5
25. poor reading skills	1	2	3	4	5
26 perception of irrelevance of coursework	1	2	3	4	5
27. lack of vocational education options	1	2	3	4	5
Additional issues relating to school					
28. lack of academic challenge	1	2	3	4	5
29. frequent school changes	1	2	3	4	5
30. hostile environment for students going to or from school	1	2	3	4	5
31. inability to deal with authority	1	2	3	4	5
32. inability to deal with school structure	1	2	3	4	5
33. frequent absenteeism	1	2	3	4	5
34. transportation problems (cost or availability)	1	2	3	4	5
35. chronic suspension or expulsion	1	2	3	4	5
36. involvement with gangs	1	2	3	4	5

In the following section, we encourage your comments in the blank area of the bubble sheet. If more space is required, please feel free to attach additional pages.

37. Does your site currently use a particular set of criteria to identify potential dropouts?

1 Yes   2 No   3 I Don't Know

If yes, please identify the criteria in the blank area of the answer sheet, or include a copy of the criteria. (Be certain to identify your response as #37.)

38. Does your site use separate criteria for potential dropouts by gender?

1 Yes 2 No 3 Sometimes 4. I Don't Know

If yes, please state what they are in the blank area of the answer sheet, or include a copy of those indicators. (Be certain to identify your response as #38.)

39. Does your site use separate criteria for potential dropouts by ethnicity?

1 Yes 2 No 3 Sometimes 4. I Don't Know

If yes, please state what they are in the blank area of the answer sheet, or include a copy of those indicators. (Be certain to identify your response as #39.)

In general, how often do the following people contact you with concerns about students who may drop out?

	Almost Daily		**About Once a Month**		**Never**
40. Parents	1	2	3	4	5
41. Site Teaching Staff	1	2	3	4	5
42. Site/District Counselors	1	2	3	4	5
43 Site Classified Staff	1	2	3	4	5
44. Administrators	1	2	3	4	5
45. Friends of the Student	1	2	3	4	5

46. Are there any particular characteristics which lead to dropping out that you perceive as being different for girls and boys?

1 Yes 2 No 3 I Don't Know

If your answer is yes, what are some of those characteristics? Please respond in the blank section of the answer sheet. (Be certain to identify your responses as # 46.)

47. Certain ethnic or cultural traditions may influence students to react to situations differently. Can you cite any particular situations where cultural/ethnic factors contributed to a student dropping out?

1 Yes 2 No 3 I Don't Know

If yes, what are they? Please respond in the blank area of the answer sheet. (Be certain to identify your responses as #47.)

48. What programs, activities, services or coursework would aid in keeping students in school? Please respond in the blank area of the answer sheet. (Be certain to identify your responses with question #48.)

49. Please feel free to share any additional comments about the female dropout problem. (Be certain to identify your responses as #49.)

Thank you again for your cooperation. Your help is most appreciated.

Please return your completed survey form and any additional pages to:

Jayne Burchard
Community Relations and Integration Services Division
Education Center, Room 2220

Appendix G

Nurses/Counselors Survey Results

Appendix G

Secondary Nurses and Counselors Survey Frequency Tables

The following tables present a description of the nurses and counselors who responded to the questionnaire. These tables are labeled A, B and C. A provides information about school site level; B about ethnicity; and C about gender. The percents following each N indicate the percent represented within each group of respondents.

Table A
School Site Level of Nurses and Counselors

	Middle School		Jr. High School		High School		Alternative School		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	12	15	16	21	43	56	6	8	77
Nurses	6	26	4	17	9	39	4	17	23

Table B
Ethnicity of Nurses and Counselors

	Hispanic		White		Black		Portuguese		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	8	10	62	81	6	8	1	1	77
Nurses	1	4	20	87	2	9	0	0	23

Table C
Gender of Nurses and Counselors

	Males		Females		
	N	**%**	**N**	**%**	**Totals**
Site Counselors	28	37	47	63	77
Nurses	0	0	23	100	23

Questions 1–4: Degree to which the following factors contribute to female students dropping out of school. Factors 1–4 involve pregnancy and related issues.

Each factor was rated on a scale of 1–5, with 1 representing a "major factor" and 5 representing "not a factor."

1. Pregnancy

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	38	49	18	23	15	20	6	8	0	0	77
Nurses	16	70	2	9	4	17	1	4	0	0	23

2. Stress of teen motherhood

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	31	41	19	25	14	18	10	13	2	3	76
Nurses	16	70	3	13	3	13	1	4	0	0	23

3. Child-care difficulties

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	34	35	16	21	13	17	11	15	2	3	76
Nurses	15	65	5	22	3	13	0	0	0	0	23

4. Inaccessibility of teen parenting programs

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	16	22	18	24	16	22	18	24	6	8	74
Nurses	12	52	7	30	3	13	0	0	1	4	23

Questions 5–9: Degree to which the following factors contribute to female students dropping out of school. Factors 5–9 involve drug- and alcohol-related issues.

5. Student's use of drugs

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	29	38	24	32	15	20	5	7	3	4	76
Nurses	7	30	6	26	8	35	0	0	2	9	23

6. Student's use of alcohol

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	21	28	22	29	23	30	8	10	2	3	76
Nurses	9	39	10	43	2	9	0	0	2	9	23

7. Alcohol abuse in family

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	15	20	23	31	26	35	10	13	1	1	75
Nurses	9	40	8	35	4	17	0	0	2	9	23

8. Drug abuse in family

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	13	18	24	32	25	34	11	15	1	1	74
Nurses	8	36	7	32	4	18	2	9	1	4	22

9. Student involvement in drug sales

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	16	22	14	19	25	34	10	13	9	12	74
Nurses	7	32	7	32	5	23	2	9	1	4	22

Questions 10–16: Degree to which the following factors contribute to female students dropping out of school. Factors 10–16 involve family/home environment issues.

10. Single-parent homes

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	14	18	23	30	24	31	10	13	6	8	77
Nurses	8	40	3	15	6	30	1	5	2	10	20

11. Low family income

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	8	10	30	39	28	36	7	9	4	5	77
Nurses	4	17	3	13	8	35	7	30	1	4	23

12. Lack of parental responsibility

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	29	38	31	40	12	16	5	6	0	0	77
Nurses	5	22	8	35	6	26	3	13	1	4	23

13. Homelessness

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	19	26	18	24	19	26	13	18	5	7	74
Nurses	13	56	5	22	2	9	3	13	0	0	23

14. Physical abuse in the home

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	20	26	16	21	27	35	12	16	1	1	76
Nurses	8	35	5	22	6	26	1	4	3	13	23

15. Mental abuse in home

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	20	26	20	26	26	34	9	12	1	1	76
Nurses	4	17	10	43	5	22	3	13	1	4	23

16. Need to support family financially

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	12	16	19	26	21	28	18	24	4	5	74
Nurses	7	32	7	32	4	18	3	14	1	4	22

Questions 17–21: Degree to which the following factors contribute to female students dropping out of school. Factors 17–21 involve personal problems or circumstances related to student's behavior.

17. Working more than 20 hours per week

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	9	12	27	36	26	35	8	11	4	5	74
Nurses	3	14	6	29	7	33	1	5	4	19	21

18. Lack of personal responsibility

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	20	27	32	43	13	17	9	12	1	1	75
Nurses	0	0	10	45	6	27	3	14	3	14	22

19. Chronic health problems

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	11	15	16	21	25	33	18	24	5	7	75
Nurses	10	43	7	30	5	22	0	0	1	4	23

20. Low self-esteem

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	25	32	35	45	10	13	7	9	0	0	77
Nurses	2	9	2	9	12	52	5	22	2	9	23

21. Involvement with older boyfriends (over 18)

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	17	23	28	38	16	22	13	18	0	0	74
Nurses	13	56	8	35	0	0	1	4	1	4	23

Questions 22–27: Degree to which the following factors contribute to female students dropping out of school. Factors 22–27 involve school-related problems/circumstances.

22. Low academic achievement

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	34	44	28	36	14	18	2	3	0	0	78
Nurses	7	32	11	50	3	14	1	4	0	0	22

23. Being overage for grade level

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	13	17	27	35	23	30	12	16	2	3	77
Nurses	10	43	12	52	1	4	0	0	0	0	23

24. Sudden drop in grades

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	9	12	32	42	21	27	14	18	1	1	77
Nurses	4	17	10	43	9	39	0	0	0	0	23

25. Poor reading skills

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	34	44	27	35	14	18	2	3	0	0	77
Nurses	6	29	8	38	6	29	0	0	1	5	21

26. Perception of irrelevance of coursework

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	22	28	29	37	21	27	6	8	0	0	78
Nurses	10	45	11	50	1	4	0	0	0	0	22

27. Lack of vocational education

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	21	28	18	24	17	22	14	18	6	8	76
Nurses	7	32	10	45	5	23	0	0	0	0	22

Questions 28–36: Degree to which the following factors contribute to female students dropping out of school. Factors 28–36 involve additional issues related to school/environment.

28. Lack of academic challenge

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	3	4	14	19	26	35	18	24	14	19	75
Nurses	5	23	20	27	11	50	0	0	0	0	22

29. Frequent school changes

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	11	14	32	42	15	19	15	19	4	5	77
Nurses	1	5	2	9	7	32	6	27	6	27	22

30. Hostile environment for students going to or from school

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	2	3	16	21	22	29	16	21	21	27	77
Nurses	4	17	10	43	7	30	0	0	2	9	22

31 Inability to deal with authority

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	7	9	23	29	35	45	9	11	4	5	78
Nurses	0	0	5	23	9	41	6	27	2	9	22

32. Inability to deal with school structure

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	10	13	31	41	25	33	9	12	1	1	76
Nurses	4	18	9	41	8	36	0	0	1	4	22

33. Frequent absenteeism

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	21	28	18	24	17	22	14	18	6	8	76
Nurses	7	32	10	45	5	23	0	0	0	0	22

34. Transportation problems (cost or availability)

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	5	6	19	24	25	32	17	22	12	15	78
Nurses	15	65	5	22	3	13	0	0	0	0	23

35. Chronic suspension or expulsion

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	14	18	17	22	16	21	15	20	14	18	76
Nurses	4	17	4	17	6	26	6	26	3	13	23

36. Involvement with gangs

	Major Factor 1		2		Minor Factor 3		4		Not A Factor 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	17	23	15	20	18	24	17	23	7	9	74
Nurses	8	36	7	32	5	23	1	4	1	4	22

37. Does your site currently use a particular set of criteria to identify potential dropouts?

	Yes		No		
	N	**%**	**N**	**%**	**Totals**
Site Counselors	35	49	37	51	72
Nurses	5	42	7	58	12

38. Does your site use separate criteria for potential dropouts by gender?

	Yes		Sometimes		No		
	N	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	3	4	1	1	65	94	69
Nurses	10	50	6	30	4	20	20

39. Does your site use separate criteria for potential dropouts by ethnicity?

	Yes		Sometimes		No		
	N	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	2	3	3	4	61	92	66
Nurses	0	0	0	0	2	100	2

In general, how often do the following people contact you with concerns about students who may drop out?

40. Parents

	Almost Daily 1		2		About Once a Month 3		4		Never 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	8	10	16	21	18	24	31	41	3	4	76
Nurses	2	9	14	61	0	0	7	30	0	0	23

41. Site Teaching Staff

	Almost Daily 1		2		About Once a Month 3		4		Never 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	9	12	17	23	25	33	23	31	1	1	75
Nurses	2	9	13	56	1	4	6	26	1	4	23

42 Site/District Counselors

	Almost Daily 1		2		About Once a Month 3		4		Never 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	11	15	25	34	22	30	13	18	3	4	74
Nurses	0	0	4	19	3	14	10	48	4	19	21

43. Site Classified Staff

	Almost Daily 1		2		About Once a Month 3		4		Never 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	3	4	11	15	17	23	26	35	17	23	74
Nurses	2	9	6	29	6	29	6	29	1	5	21

44. Administrators

	Almost Daily 1		2		About Once a Month 3		4		Never 5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	3	4	17	23	26	35	19	26	9	12	74
Nurses	4	19	5	24	9	43	0	0	3	14	21

45. Friends of Students

	Almost Daily				About Once a Month				Never		
	1		2		3		4		5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Totals**
Site Counselors	0	0	9	12	18	25	32	44	14	19	73
Nurses	0	0	3	14	5	24	5	24	8	38	21

46. Are there any particular characteristics which lead to dropping out that you perceive as being different for girls and boys?

	Yes		No		
	N	**%**	**N**	**%**	**Totals**
Site Counselors	40	68	19	32	59
Nurses	2	40	3	60	5

47. Certain ethnic or cultural traditions may influence students to react to situations differently. Can you cite any particular situations where cultural/ethnic factors contribute to a student dropping out?

	Yes		No		
	N	**%**	**N**	**%**	**Totals**
Site Counselors	37	62	23	38	60
Nurses	3	60	2	40	5

Secondary Nurses and Counselors Survey: Written Comments

Question 37: Does your site currently use a particular set of criteria to identify potential dropouts? If yes, please list.

Subject Number	Occupation	Gender	Ethnicity	
1	N	F	W	"At Risk" list and "Project Succeed" list.
7	N	F	W	Only "At Risk" students.
10	N	F	W	"At Risk" List; team consultation meetings.
17	N	F	No code	In the process of developing—to be in place by year's end, still evaluating.
18	N	F	W	District criteria for "At Risk;" "Opportunity School" (Lincoln H. S.).
21	No code	No code	No code	Holdovers and "At Risk" students receive priority attention. High absenteeism and frequent visits to the nurse also may be indicators. Students in the "RSP" program receive an annual review and psychological support which I think helps them in school.
22	N	F	W	"At Risk" profiles kept and reports made every six weeks.
23	N	F	W	I am not conversant with it. Advisor/Counselor responsibility. If we had more counselors we would have fewer dropouts.
27	C	F	W	School has list in work center of all students who quit in the district and has called them all.
28	C	M	W	Credit/age review on intake, 6-week progress, 4-week attendance review.
30	C	M	W	All students are "At Risk" (Continuation School).

31 C F W
District "At Risk" progress.

32 C F No code
Counselor contacts appropriate V.P. V.P. counsels with student and refers student to Project Succeed.

35 C F W
"At Risk" list is one criteria used to identify potential dropouts.

40 C F B
No. of Suspensions; D.C. contacts; Truancy lists - "Hit List" made available by V.P.

41 C No code No code
District "At Risk" criteria.

42 C M W
1) Checking student progress—"At Risk." 2) Looking at student history—grades and conduct in early grades. 3) Attendance.

43 C M H
Those who don't attend school on a regular basis and are 17 years old or older with less than 15 credits.

45 C M W
"At Risk" Program.

47 C F W
1) Attendance record; 2) Low income; 3) Poor grades; 4) Low academic skills; 5)Personal problems.

53 C F H
"At Risk" criteria from district.

56 C M W
1) Attendance; 2) Progress toward graduation; 3) Lifestyle; 4) Parent concern and involvement.

58 C F W
Counselor contacts indicating home problems, low grades, poor classroom behavior, referrals, suspensions.

59 N F W
"At Risk" status, chronic absenteeism, information gleaned in individual counseling.

63 C M W
District "At Risk" criteria, plus check for students below 1.5 GPA on quarter reports, students failing courses required for diploma, and attendance problems.

65 C M W
"At Risk" definition.

70 C F W
"At Risk."

71 C F H
"At Risk" list.

73 C M W
Chronic absence, poor grades, truancy.

74 C F W
Attendance pattern, grades—academic/citizenship, behavior problems.

88 C M W
On a weekly basis (8 a.m. - 9 a.m.) site counselors and site-shared counseling staff review potential dropout students. Referrals may be brought to counselor's attention by a staff member, through "At Risk" review or attendance office.

89 C F W
Refer to principal's site objectives in reference to dropouts.

98 C M W
Work with "At Risk" students.

101 C F W
We use district criteria.

Question 38: Does your site use separate criteria for potential dropouts by gender?

21 No code No code No code
Each case and student are considered individually. No consultation team formed at site yet, which I think is a disadvantage because a plan is not formed for the student.

56 C M W
Same as #37: 1) Attendance; 2) Progress toward graduation; 3) Lifestyle; 4) Parent concern and involvement.

92 C M P
Pregnancy and related problems.

Question 39: Does your site use separate criteria for potential dropouts by ethnicity?

56 C M W
Same as #37: 1) Attendance; 2) Progress toward graduation; 3) Lifestyle; 4) Parent concern and involvement.

59 C F W
VEEP students are identified to receive extra counseling.

Question 46: Are there any particular characteristics which lead to dropping out that you perceive as being different for girls and boys?

3 N F W
Low self-esteem, lower societal/parental expectations of women, pregnancy and complications.

4 N F W
Pregnancy, job considerations, family values.

5 N F W
Girls usually have better support systems. Other: pregnancy, employment.

7 N F W
Pregnancy.

8 N F W
Girls get pregnant. Boys have to go to work.

9 N F W
Teen pregnancy—help at home with the small members of family.

10 N F W
Pregnancy, vocational/economic interest.

11 N F W
Pregnancy.

12 N F W
Primarily pregnancy. Pregnancy is the major issue that I encounter with teenage dropouts (female). Other characteristics include truancies and behavior problems that preceded the pregnancy.

14 N F W
Lower self-esteem Lower societal, parental and cultural expectations of women. Pregnancy and related issues. Sexual abuse.

16 N F W
Pregnancy

17 N F No code
Pregnancy and pregnancy-related problems.

19 N F B
Child-care problems.

21 No code No code No code
Social change has allowed girls to be more aggressive in courting the boys, and that can lead to her pregnancy. Real young and dumb.

22 N F W
Girls more often due to pregnancy; boys usually drug/gang related.

23 N F W
Hispanic socialization that stresses motherhood as being only goal truly open to Hispanic female.

24 C F W
Pregnancy

25 C F W
The dropout boys are generally motivated by financial reasons.

27 C F W
Response to self-esteem; females tend to be more responsible for child care. Some teenage females "need" to have a boyfriend at all costs—more so than males "need" a girlfriend.

28 C M W
Girls stay home—domestic excuses; boys—go to work. Girls fall behind and fall in love—dependency on others. Girls are passive-aggressive and disappear. Boys are more forward.

30 C M W
Girls—pregnancy; Boys—crystal (drug) usage.

31 C F W
Boys don't get pregnant. Girls still short change themselves e.g. taking only minimum math classes, etc.

34 C F H
Pregnancy—the answer seems obvious.

35 C F W
Pregnancy and child-care responsibilities affect girls differently than boys.

37 C F W
Pregnancy, early marriage; some girls do not see a connection between what they're learning at school and their future/future livelihood.

39 C M W
Female related; i.e. child, etc.

40 C F B
Self-esteem and parental support (if pregnancy or drug use are involved).

41 C No code No code
Pregnancy, boyfriend problems, etc.

45 C M W
The whole area of pregnancy.

46 C M W
Pregnancy–marriage

48 C M W
Boys working full time.

49 C F H
Pregnancy and teen-parenting problems: (i.e.) a) financial; b) stress; c) transportation; d) lack of parental responsibility and support.

51 C F H
Less expectations for females in Hispanic households. Need to do housework and help out if both parents work or single-parent household. Less positive female role models around for reinforcement, encouragement and motivation.

54 C M W
Pregnancy, older boy friend.

56 C M W
Girls: self-esteem, home life, parental relations, pregnancy, drug abuse. Boys: attitude towards self in relation to achievers, fantasy regarding career goal.

58 C F W

The major difference is probably pregnancy.

59 C F W

Pregnancy, parenting and child care have the greatest impact on girls. Regardless of the father's involvement, it is the girls who have the babies. Also, there is still a prevailing attitude that education is less important for girls.

61 C F W

Pregnancy, poor self esteem, academic problems, reading; lack of parent support; parents give up.

62 C F W

Pregnancy, involvement with "older" boys, necessity to care for siblings at home instead of attending school. Emotional trauma because of sexual abuse, rape, etc.

64 C F W

Being the young mother of a child has more obvious and immediate consequences than boys being a young father does.

71 C F H

Boys: low grades, attendance, no goals, low achievement; Girls: family problems, pregnancy.

72 C F W

Girls' concern re: pregnancy and child-care problems...The girls take so much more responsibility for the problem.

73 C M W

Involvement with boys.

74 C F W

If additional income is needed by family, usually boys drop out for a job.

88 C M W

Pregnancy; boys are more likely to get involved with drugs and truancy.

92 C M P

Boys: gangs, work; girls: pregnancy, parenting, care of siblings.

93 N F W

Pregnancy.

94 C M W

Pregnancy.

95 C F W
Pregnancy; child care.

99 C F W
Girls seem to view education as more valuable. I have more male students with credit deficiencies.

101 C F W
Pregnancy, overage more of a problem, cultural non-support for education of females.

Question 47: Certain ethnic or cultural traditions may influence students to react to situations differently. Can you cite any particular situations where cultural/ethnic factors contributed to a student dropping out?

2 N F W
Indochinese pregnant students don't stay in school here.

4 N F W
Neurotic behavior resulting in pregnancy is predominantly a Black and Mexican problem. Many of these students plan their pregnancies. They want to "grow up" with their children. Hence, they never grow up and frequently beat their children to death.

7 N F W
Hispanic culture does not feel school is important to girls.

8 N F W
Some Asian families insist the girls drop out if pregnant.

10 N F W
Family priorities—where education stands as a priority.

11 N F W
It appears that more Hispanic and Black females are confronted with pregnancy -(less likely to abort).

12 N F W
The Hispanic (traditional) population does not encourage the females to pursue their education and career. It is acceptable for them to stay home and raise their children.

13 N F W
Need to help support family.

15 N F W
Indochinese girls marry early and drop out.

16 N F W
School not as important for females in Hispanic culture.

17 N F No code
Hispanic: education is not a priority for females.

18 N F W
Hispanic need to work encouragement by parents. Indochinese seem to follow above pattern.

19 N F B
Parent expectations.

21 No code No code No code
Girls considered more "useful" working/helping at home for whatever parents' reasons.

23 N F W
Welfare ethic among Blacks means the sooner you have babies the more money the family earns.

24 C F W
Hispanic culture does not seem to place much value on education, particularly for girls.

26 C F W
Hispanic girls picture themselves more as homemakers than workers. Dropping out for marriage and family is a reality for this group.

27 C F W
No one in family has graduated and having the student graduate makes the family proud but also puts a strain in that the student is viewed as superior.

31 C F W
Not at my level - but this is an assumption.

32 C F No code
Many Asian girls are married at an early age, sometimes because parents arrange their marriages. Most of them drop out of school immediately, others when they become pregnant.

34 C F H
Educational values.

35 C F W
Some minority cultures encourage children to drop out so that they can assist with babysitting and family finances.

36 C M W
Possibly the Hispanic young lady is needed at home to take care of her younger brothers/sisters. Due to the low economic condition that so many of our Hispanic families find themselves in, they need extra help at home.

37 C F W
Some Hispanic girls seem to believe that they will marry early in life and raise children—period. This view of their place/position in life does not seem to be discouraged within the family, nor is it discouraged among their peers.

39 C M W
Home responsibilities.

40 C F B
Society's perception of (Black/brown welfare).

41 C No code No code
Blacks much more frequently than other groups share students around to extended relatives (aunts, uncles, grandparents, step-parents). This results in frequent dislocations which put kids further and further behind.

42 C M W
Indochinese parents often have the children leave or run away because of trying to keep strict control over their children.

50 C F H
Many Indochinese cultures stress the importance of marrying and beginning a family early (because of life span). Early pregnancy and working lead to dropouts.

51 C F H
Family necessities as priorities: need to work; child care (siblings); transport working parent at odd/irregular hours.

54 C M W
Indochinese girls usually drop out of school if they get pregnant.

55 C F W
Ethnic maturation (culture). Time of maturing and availability to the opposite sex.

56 C M W
Parental attitude regarding student's upward mobility.

59 C F W
Girls from Hispanic families are sometimes kept at home to keep house and care for the younger children. In some cases the girls are put to work by authoritarian fathers even when the family does not need the extra support.

61 C F W
Some Mexican girls just want to have babies and get married. Education is not enforced enough at home.

62 C F W
Expectations of home for girls; girls not expected to gain education; other factors also in expectations.

63 C M W
Some young ladies in the Mex./Amer. culture are not encouraged to complete High School education. Homemaking skills are more highly esteemed. Some young men are encouraged to work to help support the family instead of finishing school.

64 C F W
In the Hispanic culture, the emphasis on girls finishing school does not seem to be great. Since I have been here, these young ladies do not seem to consider college as a primary option.

71 C F H
Teacher's attitudes, curriculum, students not feeling comfortable in the school setting. No home/school link.

72 C F W
Hispanic girls' education doesn't seem to get as high a priority as boys' in the minds of parents.

73 C M W
Parents do not speak English.

74 C F W
Education for Hispanic females not as important as for males as seen by family.

86 C F W
Especially Hispanic and Black students will dropout because of problems in the family -(i.e. stay home to care for younger siblings).

87 C F B
Some white students may feel hesitant about attending a school in a black neighborhood.

93 N F W

In Hispanic families it appears more acceptable to not excel in school and marry young. Many many black families have female heads of household as role models. Not a lot of social pressure against single black girls having babies and keeping them.

95 C F W

Family needed at home.

101 C F W

Young girls with babies being encouraged to stay at home, sometimes by parents, sometimes by boyfriend/husband.

102 C F W

Black females appear often to lack respect for schools.

Question 48: What programs, activities, services or coursework would aid in keeping students in school?

1 N F W

Counseling -i.e. group sessions.

3 N F W

Parenting programs with transportation at Junior High level; preventative programs aimed at self-esteem, feminist issues. Expansion of Pregnant Minor Program. School Health Clinics. Increased D.C. time - junior high and high school.

4 N F W

Vocational Education joined with industry where students knew employment would result. Our schools are dehumanizing and prepare adequately only those who are going to college.

5 N F W

More alternative schools, including vocational and life preparatory schools.

7 N F W

Tutoring in Reading. Perhaps more of a Family Life Program (before pregnancy). Better child care.

8 N F W

1. Short courses so students could begin other than at start of semester. 2. More parenting programs. 3. Home teaching for students who have delivered babies to keep them up with classwork.

10 N F W
Vocational planning and placement. Parental involvement in education. Counselors who are knowledgeable and can relate to students. Culturally aware faculty. Flexible schedules for students.

11 N F W
Parenting programs for both parents and students (esp. for those pregnant). More mandatory parental involvement.

12 N F W
More pregnant minor programs. More counselors at SANDAPP with fewer number of students so that these girls can be closely followed and supervised. Family education and support.

14 N F W
1) School Health Clinics; 2) More preventative programs geared toward self-esteem, feminist issues; 3) More D.C. and Nurse time in schools; 4) Greater parental involvement in school activities, education programs; 5) Greater school involvement in community programs.

16 N F W
More activities taught that can be used in daily living such parenting, child care, how to do your check book etc.

17 N F No code
Smaller Classes for all students which means more individual attention; encourage. More counselor and District Counselor time per student site. Stop nursing cuts in secondary schools ; often the first area for detection of problem.

18N F W
Those which would increase self-esteem decision making—you have a choice; responsibility for self.

19 N F B
Self-esteem/Self-confidence workshops;Career options.

21 No code No code No code
Some students and families truly think an academic career of 17 years is too long and torturous. They're more interested in the "doing" of the real world than the artificiality of school.

22 N F W
Set up more vocational programs to assist non-diploma bound students in survival skills; school-based health clinics to provide necessary medical info to keep students healthy and provide contraceptive information.

23 N F W

Programs: Counseling in small groups bi-weekly by social concerns people. Services: Increased counselor time so counselors can counsel and not just do programming. Coursework: Stressing options, choices (sexual and career) provision of 1-on-1 role models in informal setting. More courses on family health/sex education.

24 C F W

1) Health Centers on school campuses, where students can obtain info. on birth control, etc; 2) More drug interaction programs on school sites; 3) In-depth reading programs for poor readers and even moderate readers; 4) Course for all students on decision-making skills (could be combined with study skills course); 5) Positive affirmation of students achievement.

25 C F W

Our High School Diploma Program has significantly reduced dropouts at M.M.H.S. It offers alternative times for education which meets the needs of students who must work.

26 C F W

A.V.I.D., Counseling , parent/school contacts, attendance improvement programs.

27 C F W

Need very dynamic teachers who go beyond call of duty. There should be a day care at each site. Students should have bus transportation to schools like Garfield and Twain. Work-related classes are being edged out because of stricter college entrance. This is a problem for the non-college bound.

28 C M W

Money for transportation , In-school psychological counseling, self-esteem and personal responsibility courses

30 C M W

More social concerns counselors willing to do drug, children of alcoholic, etc. groups. More family counseling programs such as the one at Taft Junior High School. More district parenting programs. My experience tends to make me feel personal/social/family/drug issues as a whole are a bigger factor to potential dropouts than coursework. All abuse factors tend to affect attendance, ability to concentrate, etc., which affect success in course work regardless of the level of coursework.

31 C F W

Help develop more self-esteem. Help realize the opportunities are there.

32 C F No code
Provide more vocational courses for students who have no intentions of going to college.

33 C F W
By having more time to work with these students. Reduce site caseloads so we can work with these "hurting" students. There are too many demands made on us. Many many students need our help but many feel they are bothering" us because we are always so busy. That's sad.

37 C F W
Programs and activities at an early age, that would promote career alternatives. Courses from Jr. High forward that would teach salable skills.

38 C M W
Structured study halls/periods. Credit should be offered for the time spent. Class should be proactive and no larger than other classes.

39 C M W
Activities directed at change of attitude toward school and education.

40 C F B
SANDAPP; peer counseling; one-on-one site counseling; AVID; ROP.

41 C No code No code
More alternative schools, some should be located in Southeast, smaller student/counselor ratio, reduces class size, potential dropouts most need attention and concern of adults.

42 C M W
Not sure if there are any. Most students understand the benefits of school, but think they can make it without it.

43 C M H
More Industrial Arts courses. More vocational-type schools.

44 C F W
Programs that focus on self-esteem; nurturing programs; enough personnel to help students in small group instruction or individual instruction. Immerse the student in positive experiences. Give counselors enough time to work with the students and their families. Give that we can do and we don't do it. Involve teachers that truly understand self-esteem and quality teaching.

48 C M W
A comprehensive reading program at lower grade levels; smaller class sizes; more individual help in class.

50 C F H

For many students the work needs to be more relevant to the student. More vocational courses are needed for options. There seems to be no help for students with "horrendous" home problems.

51 C F H

Built in study hall/tutoring in school schedule Motivational contacts by positive role models; i.e. assemblies, field trips, shadowing, on-the-job experience with role models of the same ethnic group, parenting classes for support of parents, information on importance of high school diploma, long range benefits of schooling to give back to family and community.

52 C M W

"Homeroom" type arrangement with teacher or counselor and 6–8 students. A "home-base" that students can relate to. Something small and personal that is a meaningful group or anchor to the students.

53 C F H

Administer classes and/or counseling for girls in High School regarding parenting skills, abuse, career choices they think are "for men only" and emphasize support groups for women who need help. Since 50% of the families today are single-parent families, then women need to know they are not alone and they need ways to cope with all of this. Perhaps have people from the various centers come in and speak to these girls so they know help is available and it works!

54 C M W

School without failure (no "F" grades) If student does not complete course work, no credit (but not an "F"). This would help students with low self-esteem.

55 C F W

I wish I knew! Tracking, Vocational Ed., Business, College Prep?

56 C M W

More support for true alternative approaches to educating the reluctant learner.

57 C M W

More stress on emotional growth, less on academic growth.

59 C F W

Extra counseling is needed for these girls, starting in junior high, focusing on self-esteem and a realistic assessment of future prospects. Expand social concerns programs. Better vocational programs and accessibility to them, and a strengthening of consumer and family studies programs is necessity to help these marginal students. Expansion of the Pregnant Minor Program and an emphasis on preventing teen pregnancy in the first place are needed.

60 C F W

Business and trade school options. Not all cure.

61 C F W

Reading-reading-reading. More vocational-type classes at lower levels to make school seem relevant.

62 C F W

Teachers' sensitivity and positive expectations to encourage girls to do well. At some sites, nurses/day care, parenting classes (for boys and girls), group counseling, strong parent group with good cultural/ethnic sensitive leaders bringing "new ideas" to parents. Part-day school/work scheduling. Teachers who encourage and expect great things, and parent education are the two major thrusts in my opinion.

63 C M W

Continue to meet with families in their neighborhoods.

64 C F W

I think the programs are here with the possible exception of child care at each site. I do not recommend this. I think cultural changes (in the case of Hispanic dropouts) and development of responsibility (in the case of early pregnancy) is a long-term matter, and that home and school need to develop this.

66 C F B

Having vocational classes available.

71 C F H

Work study on campus. Parental involvement . Involve students in the educational process. Staff understanding of language/cultural differences.

72 C F W

We need more pregnant minor and parenting programs. We could use one at our site! I think the Health Clinic idea would help. I know we need one on our site. An improvement in the counseling ratio would help. Inservice for current counselors on self-esteem—How to work with these students so we can be more effective.

73 C M W

Parent contacts in native language.

74 C F W

I think we need more vocational training programs. Many students do not want to go to college and drop out because other options are so limited.

86 C F W
Child care and counseling services readily available to those in need.

87 C F B
Programs that require students to check in daily and also to receive a daily progress check from each class.

88 C M W
1) Peer counseling course to train students as peer counselors; 2) Establish small group counseling.

89 C F W
A strong, caring principal who influences the total campus climate and surrounds himself with competent people to promote a positive atmosphere.

90 C M W
More vocational programs.

92 C M P
Provide SAPID programs on each high school campus. Delay all hormonal development until after educational goals have been met.

93 N F W
Expanded pregnant minor and parenting programs.

94 C M W
Smaller class size, counselor case load so that we can give more individual attention to students.

95 C F W
Parent education. Role models on site from time to time; start with ethnic modeling then branch out to achievers in general.

97 C M W
More emphasis on entry level job skills/Vocational Ed. for youngsters who are not college bound.

100 C M W
Remedial English. Reading development. Opportunity school (Grades 9 and 10). Remedial Math. Reinstatement of General Math.

101 C F W
Continued support of the pregnant minor program -including transportation or bus tokens. Earlier drug prevention programs (alcohol too!) Clone Marian Eilers!!

Question 49: Please feel free to share any additional comments about the female dropout problem.

5 N F W
Schools could promote more cohesiveness and support in neighborhoods by providing a sense of belonging rather than scattering.

8 N F W
Many girls still see the only way out as either marriage or pregnancy.

17 N F No code
Low self-esteem, poor attendance, no involvement in outside activities, pregnancy.

21 No code No code No code
Strong social concerns with group counseling increases insight and leads to better decision making. Form consultation team as priority. It's efficient in use of time and planning and it involves students and parents. Fight drug abuse. Continue human relations programs -there's a lot of race talk in the school which reflects the anxiety and hostility present. But the human relations program got to change from its integration image. "Integration," "busing," etc. have become dirty words in the minds of many. How about Art and Living -or getting along programs.

37 C M W
Females tend to not be held responsible for their actions (or lack of). I feel the "Double Standard" is alive and well and the results are lowered self-esteem via "receiving" by others.

32 C F No code
Provide parenting classes for parents of young girls.

33 C F W
Let's make more school within a school at comprehensive sites; if the HSDP programs work, why not bring the philosophy onto regular campuses?

43 C M H
Allow girls to attend school with shorter days so that they can meet obligations at home as well as school. Make it possible for some of these students to graduate from high school with little or no elective credits.

49 C F H
When will the district stop politicking with ignorance and start teaching how not to get pregnant? Just wait until teenage "AIDS" and "Pregnancy" becomes a single issue.

50 C F H

Counselor loads are too big to have time to deal with individual problems that might be resolved before the student becomes a dropout.

56 C M W

More attention to the needs of the potential dropout and new terminology to identify school phobic behaviors. Dropout doesn't do it, for me.

57 C M W

The first 8 years of a child's life is the foundation for academic growth. This period should be targeted for emotional growth. Than all other factors will fall into place. We stress academics way to early in children's lives. Love builds this foundation. When are we going to wake up to this most evident truth. Ask any psychologist (academics are great when you are successful, "devastating" when you are not).

59 C F W

With the increased emphasis on college preparation, a significant number of students feel left out, especially if their self-esteem is low, typical of the potential dropout. More counseling time is necessary to work with these students. Para-professionals and aides are not adequate for this. Someone is needed who knows the whole student—counselors.

64 C F W

Perhaps if dropping out for those over 16 became more acceptable option, fewer would choose it and many who did would return after a semester.

72 C F W

I think the biggest cause of all these symptoms (dropping out) is the dysfunctional family. I heard a juvenile court judge (woman) say this, so this is not just another school person saying this.

86 C F W

A big part of the dropout problem has to do with transient families; children lose credits when their families are on the move. This is discouraging, causing them to drop behind their grade level and finally to drop out.

93 N F W

This site started a special class at the semester for identified potential dropout students.